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ABSTRACT

Part of a sequential K-12 program, this teacher's guide provides objectives and activities for teaching social studies in grades 11 and 12. The document contains five major sections which correspond to the skill or concept being covered: learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills include listening, speaking, viewing, reading, writing, and map abilities. Students conduct interviews, interpret television programs, research and write term papers, and make inferences from data supplied by maps. Inquiry skills involve classifying, drawing inferences, generalizing, distinguishing between fact and opinion, and evaluating sources of information. Students research and compare the political environment in two high schools and in two cities, analyze a political cartoon, make inferences from provided statements, and formulate and test hypotheses for several situations. Concepts stressed are conflict, interdependence, communication, multiple causation, political environment, and revolution. Students analyze newspaper stories, simulate a world conference, compare cultural forms of communication, and discuss influential figures in revolutions. Students work in groups for learning discussion skills, with each member being assigned a specific role. Several dialogues are provided in which students analyze the interaction. Finally, the document presents vignettes for students to analyze in terms of values and moral reasoning. (KC)

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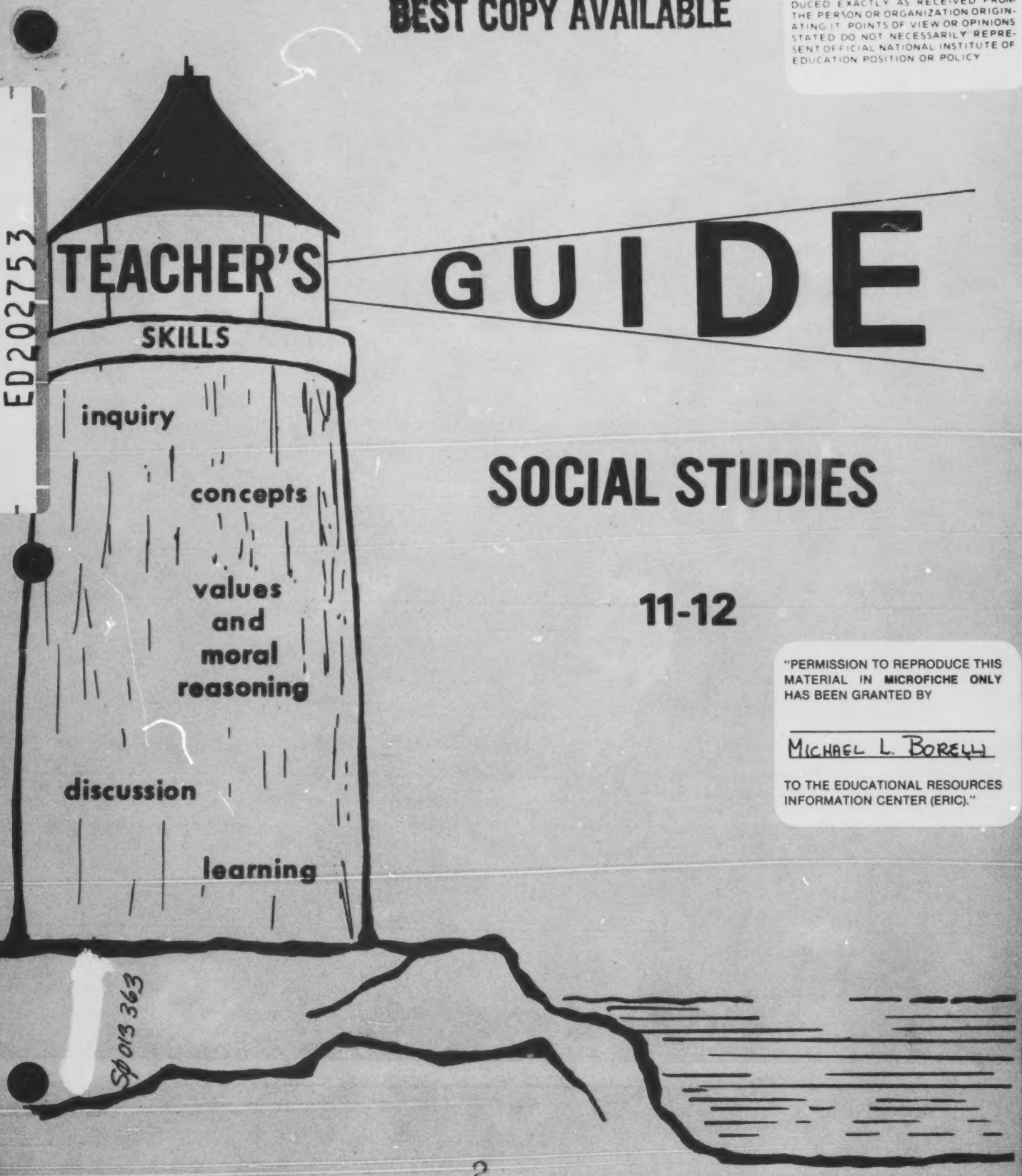

GUIDE

SOCIAL STUDIES

11-12

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Project Director 1977-78 -
1978-79 - Frank Alessi
1979-80 - Thomas Thurlow

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HOW TO USE THIS GUIDE

The Committee for the Revitalization of the Social Studies Program has prepared this Guide to assist the teachers in the Cortland and McGraw School Systems in the implementation of the Social Studies Program as it has been revised. The Guide is prepared with the following basic curriculum as a framework:

Grades K-6	Holt Data Bank Program
Grades 7 & 8	New York State and American History
Grade 9	World Cultures With Emphasis on Far Eastern and African Cultures
Grade 10	World History and Great Civilizations
Grade 11	American Studies
Grade 12	Social Studies Electives

At each of these grade levels, the Committee has prepared the sequential skill and concept developments which it has deemed important for achieving an effective, meaningful and productive social studies program. It is important that each teacher, at each grade level, seriously endeavor to implement those skills at the grade level for which he/she is responsible.

The goals of the project is mastery of Learning Skills, Inquiry Skills, Discussion Skills, Moral Development/Valuing Skills and Concept Development. The order in which they appear in this Guide is purely arbitrary, and each should be developed simultaneously throughout the school year. Each of the Guides is self-contained for that grade level and is color coded for easy reference. Each Guide contains skill descriptions, teaching activities, a flow chart and special helps. The teacher should first become familiar with each of the five skill areas when planning the year's work. Subsequently, the teacher should constantly check classroom progress in each area throughout the year.

Further development and evaluation of this program will be a continuing endeavor of the Project. It is necessary, therefore, that each teacher add supplementary materials as each may be forthcoming, utilize pre- and post- tests as they are issued, and respond to questionnaires and evaluation sheets which may be included.

This Guide contains the most recent results of countless hours of effort and contributions made by numerous teachers and administrators throughout the life of the Revitalization Program. Conscientious implementation will result in a program which infuses sequential skill and concept development into traditional content curriculum.

HOW TO TEACH SKILLS

For years, content has been the main focus in Social Studies Education. The Social Studies Revitalization Project has come to realize that skill mastery is as important as the acquisition and retention of information. With this in mind, skill development has a high priority in the implementation of our new Social Studies curriculum in this district. In spite of the fact that teachers have been teaching for skill mastery for many years, the Committee feels it is important that a review of skill development guidelines and techniques is worthwhile at this point.

Barry Beyer has developed four general guidelines:

1. The teaching of skills may be done with a variety of media. (films, experiences, as well as texts)

2. Content must serve as a vehicle as well as a goal for learning.

3. The most productive way to teach skills is to integrate them into the natural flow of the course content. For example, within the framework of a study of the American Revolution, the teacher may introduce and develop discussion skills, map skills, listening skills, concepts and values clarification.

4. The teaching of skills must be a conscious and organized effort on the part of both teacher and student.

   The teacher must:

   a. read about, tell about or show the skill
   b. explain the steps involved in using the skill
   c. demonstrate the skill

   The student must:

   a. practice the skill numerous times
   b. reflect on and summarize the skill*

Remember: There is a difference between teaching a skill and (constant) testing for skill acquisition. Teachers frequently assume students have previously acquired a skill, when, in fact, they may never have been systematically taught that skill.

*Beyer, Barry, Back To Basics, Social Science Education Consortium, 1977, pp. 21-23.

LEARNING SKILLS

INTRODUCTION

Seven learning skills were selected by the task group in the social studies project. Most of them will be very familiar to you, the teachers of education.

These skills are:

Listening
Speaking
Viewing
Reading
Writing
Map Skills
Table, Charts, Graphs and Statistical Skills

The Learning Skills Task Group realized that many of these skills are already an integral part of your daily teaching, although they may not be emphasized in the context of social studies. We found that these skills are important to all students and are used in all disciplines.

The purpose of the Learning Skills section of this guide is to clearly define the skills and integrate them into the Social Studies Curriculum. Many of the sample activities can be adapted to various subject matters, as well as to the materials we used.

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LEARNING SKILLS

for

Grades 11-12

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LISTENING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can be aware of emotionally loaded terms and sweeping generalizations.								*	---	---	---	---	/
B.	Can follow sequence of ideas.	*	---	---	---	---	---	---	---	---	---	---	---	/
C.	Can recognize relationships from which inferences and conclusions can be drawn.	*	---	---	---	---	---	---	---	---	---	---	---	/
D.	Can be able to determine that some pertinent idea has been omitted and whether content and presentation are fair, accurate, and consistent to topic.								*	---	---	---	---	/
E.	Can follow directions given orally by teacher.	*	---	---	---	---	---	---	---	---	---	---	---	/
F.	Can gather data from a recording when guided or cued.	*	---	---	---	---	---	---	---	---	---	---	---	/
G.	Can gather data from teachers' and students' oral presentation.					*	---	---	/					
H.	Can gather data from a recording when not guided or cued.					*	---	---	---	---	---	---	---	/
I.	Can discriminate between main ideas and supporting details in an oral presentation and group discussions.					*	---	---	/					

* Grade at which skill is introduced
--- Grades at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF LISTENING

DEFINITION: An internal process in which the individual tries to understand the spoken language or other sounds.

- Skill A Can be aware of emotionally loaded terms and sweeping generalizations.
- Skill B Can follow sequence of ideas.
- Skill C Can recognize relationships from which inferences and conclusions can be drawn.
- Skill D Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistent to topic.
- Skill E Can follow directions given orally by teacher.
- Skill F Can gather data from a recording when guided or cued.
- Skill G Can gather data from teachers' and students' oral presentations.
- Skill H Can gather data from a recording when not guided or cued.
- Skill I Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Note: The teacher is responsible for the following skills:

Skill A
B
C
D
E
F
H

LEARNING SKILLS
LISTENING

Skill A Can be aware of emotionally loaded terms and sweeping generalizations.

Have students listen to Franklin Roosevelt's Quarantine Speech and speech of December 8, 1941, requesting Congress to declare war on Japan. Have students select several emotionally loaded terms and sweeping generalizations from each speech and compare the tone or attitude of the President's feeling.

Skill B Can follow sequence of ideas.

Listen to a recording of William Jennings Bryan's Cross of Gold Speech and outline his reasons why he believed in the Silver Standard.

Skill C Can recognize relationships from which inferences and conclusions can be drawn.

The teacher will read orally statements made by supporters of contemporary movements and have students determine whose views are being expressed in the statement; ex. Anita Bryant's statements on Homosexuals or Ralph Nadar's statements on consumer problems.

Skill D Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistent to topic.

This can be evaluated by analyzing the above speeches for accuracy and consistency.

Skill E Can follow directions given orally by teacher.

Give a quiz or exam using only oral directions and evaluate according to how well the directions were followed.

Skill F Can gather data from a recording when guided or cued.

Using the recording Folk Songs and the Railroad (Schloat Productions Sound Filmstrips) have students answer questions based on this recording.

Skill G Can gather data from teachers' and students' oral presentations.

Mastered at Junior High Level

Skill H Can gather data from a recording when not guided or cued.

Take recordings of the 1920's and play for students. They are to make generalizations about the era using lyrics to support their statements.

Skill I Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Mastered at Junior High Level

SPEAKING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can give an oral report.	*	---	---	---	---	---	---	---	---	---	---	/	
B.	Can participate orally and effectively in:					*	---	---	---	---	---	---	/	
	a. small group discussion													
	b. committees													
	c. forums													
	d. debates													
	e. skits													
C.	Can effectively participate in role-playing situation.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can pronounce selected social studies terms correctly.	*	---	---	---	---	---	---	---	---	---	---	/	
E.	Can develop and conduct oral interviews.	*	---	---	---	---	---	---	---	---	---	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF SPEAKING

DEFINITION: The ability to use audible symbols effectively and understandably.

Skill A Can give an oral report.

Skill B Can participate orally and effectively in:

a. small group discussions
b. committees
c. forums
d. debates
e. skits

Skill C Can effectively participate in a role-playing situation

Skill D Can pronounce selected social studies terms correctly.

Skill E Can develop and conduct oral interviews

Note: The teacher is responsible for all of the above areas.

LEARNING SKILLS
SKILL OF SPEAKING

Skill A Can give an oral report.

1. The student will have the oportunity to report on a group discussion related to current events. (Remainder of class will be encouraged to orally critique oral reports).

2. Each student will give a five minute oral report on a topic of his/her choice. The evaluation of this report will include clarity, organization, interest and presentation.

Skill B Can participate orally and effectively in:

a. small group discussion
b. committees
c. forums
d. debates
e. skits

Any activity which would include one of the above could be used to evaluate this skill.

Skill C Can effectively participate in a role-playing situation.

1. Have students select from historical situations characters either real or imaginary and have them role play the situatior as it might have been. Students will be given clues into the character they are playing and background of the situation. Time will be given for preparation.

2. Students are given a number of characters and asked to:

a. not disclose your role description
b. read description and play role conscientiously
c. put self into role - but not overact
d. be natural, but emphasize behavior aimed at fulfilling role

Source: Structured Experiences for Human Relations Training - University Associates Publishers consultants.

3. Two or three groups of students will role play the same conflict situation. They play as they relate to resolution of the conflict and interpersonal relations.

Skill D Can pronounce selected social studies terms correctly.

These general activities can be adapted to any level of learning.

1. WORD SCRAMBLING: Each one in a group of scrambled words is followed by a definition that states the meaning of the word when it is correctly spelled. Read each of the definitions and then unscramble the word.

2. Several sets of words are given, in each set, two words have a definite relationship following these two words is a single blank. Below the blank are three words. Choose the word that is related to the word preceding the blank in the same way as the first two words are related.

   Example: employer; employee - management: labor, trade, labor, employment.

3. Attaining Concepts

	Teacher	Student
a.	Say this word after me...	Repeats word.
b.	This is an...	Looks at object, listens to description.
c.	This is also an...	Given, or reads statements to which are illustrative examples of the concept.
d.	This is not an...	Looks at new object, or listens to new description or reads statements which are not samples of the concept (but which may be similar in similar form, etc.)
e.	Show me an...or tell me what you think an... is or which of these describes an... or is this an...	Points to object. Defines the concept. Selects from one or more descriptions.
f.	Asks: How then would you define an...	Gives summary, generalizations. (definition of concept).

4. Anagram Games, using specialized vocabulary at specific level.

   Source: Success With Words in Social Studies, English, Science, Math by Harold L. Herber.

5. Use words surrounding an underlined term in each of a group of sentences to figure out the meaning of the term. Example: The interactions of biotic factors influence the development and survival of each other and the species.

6. There are six words in each section. Cross out the two words in each group that you feel are not related to the others. In the blank at the top of each group, write the term from the list given which best describes the relationship of the remaining four.

7. Use each pair of words, in a list given, in a single sentence that shows the relationship between the words.

    a. population : species
    b. community : population.

8. For several groups of words, arrange each of the groups into a logical progression. State the reason for the sequence in the blank provided.

Skill E Can develop and conduct oral interviews.

Each student will conduct an interview of at least 10 minutes. The person and topic of the interview can be determined by the teacher and students. The student will be required to develop questions for the interview and the interview will be tape recorded for evaluation.

VIEWING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can list information derived from a single, still photograph.	*	---	---	---	---	---	/						
B.	Can describe what is portrayed in a single, still photograph.	*	---	---	---	/								
C.	Can classify photographs by subject	*	---	---	---	---	---	---	---	---	---	/		
D.	Can discriminate between relevant and irrelevant visual evidence.	*	---	---	---	---	---	---	---	---	---	/		
E.	Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips, or collections of pictures.	*	---	---	---	---	---	---	---	---	---	/		
F.	Can arrange an interpretive display on a bulletin board.							*	---	---	---	---	---	/
G.	Can interpret television.	*	---	---	---	---	---	---	---	---	---	---	---	/
H.	Can identify and distinguish between various visual media.							*	---	---	---	/		

* Grade at which skill is intruduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected.

THE SKILL OF VIEWING

The visual inspection and critical assessment with a particular purpose in mind.

Skill A Can list information derived from a single, still photograph.

Skill B Can describe what is portrayed in a single, still photograph.

Skill C Can classify photographs by subject.

Skill D Can discriminate between relevant and irrelevant visual evidence.

Skill E Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.

Skill F Can arrange an interpretive display on a bulletin board.

Skill G Can interpret television

Skill H Can identify and distinguish between various visual media. Introduced at Intermediate Level

Note: The teacher is responsible for the following skills at this level:

Skill F
G

VIEWING SKILLS

Skill A Can list information derived from a single, still photograph.

Mastered by this level.

Skill B Can describe what is portrayed in a single, still photograph.

Mastered by this level.

Skill C Can classify photographs by subject.

Mastered by this level.

Skill D Can discriminate between relevant and irrelevant visual evidence.

Given a display of artifacts, having to do with a particular tribe or culture, select the ones that are relevant, and those that are not. Mastered by this level.

Skill E Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.

Mastered by this level.

Skill F Can arrange an interpretive display on a bulletin board.

Activities involved here can be adapted to all levels, stressing the skill of organizing, creativity, using the best media to express the idea, simplicity, clarity.

Skill G Can interpret television.

Activities involved here can be adapted to all levels, according to circumstances and at the discretion of the teacher.

Skill H Can identify and distinguish between various visual media.

Mastered by this level.

READING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can sound out and pronounce words.	*	---	---	---	---	---	---	---	/				
B.	Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can discriminate between the main idea and subordinate details in paragraphs, or in longer prose passages.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.					*	---	---	---	---	---	---	/	
E.	Can follow and UNDERSTAND written directions.	*	---	---	---	---	---	---	---	---	---	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF READING

DEFINITION:	A complex process of grasping the meaning from print, imagining translating, inferring the intent, organizing ideas and evaluating meaning.
SKILL A	Can sound out and pronounce words
SKILL B	Can understand the meaning behind the printed word from context, from written difinitions, and by matching words with pictures.
SKILL C	Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.
SKILL D	Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.
SKILL E	Can follow and understand written directions.

NOTE: The teacher is responsible for the following skills:

B
C
D
E

SKILL OF READING

SKILL A — Can sound out and pronounce words.

Mastered at Intermediate Level

SKILL B — Can understand the meaning behind the printed word form context, from written difinitions, and by matching words with pictures.

1. Research a current problem or person from current newspaper and magazine material and present in some form.

2. Interpretation of Cartoon material. (See N. Y. S. Statewide Achievement Exam or Comprehensive Exam in Social Studies.)

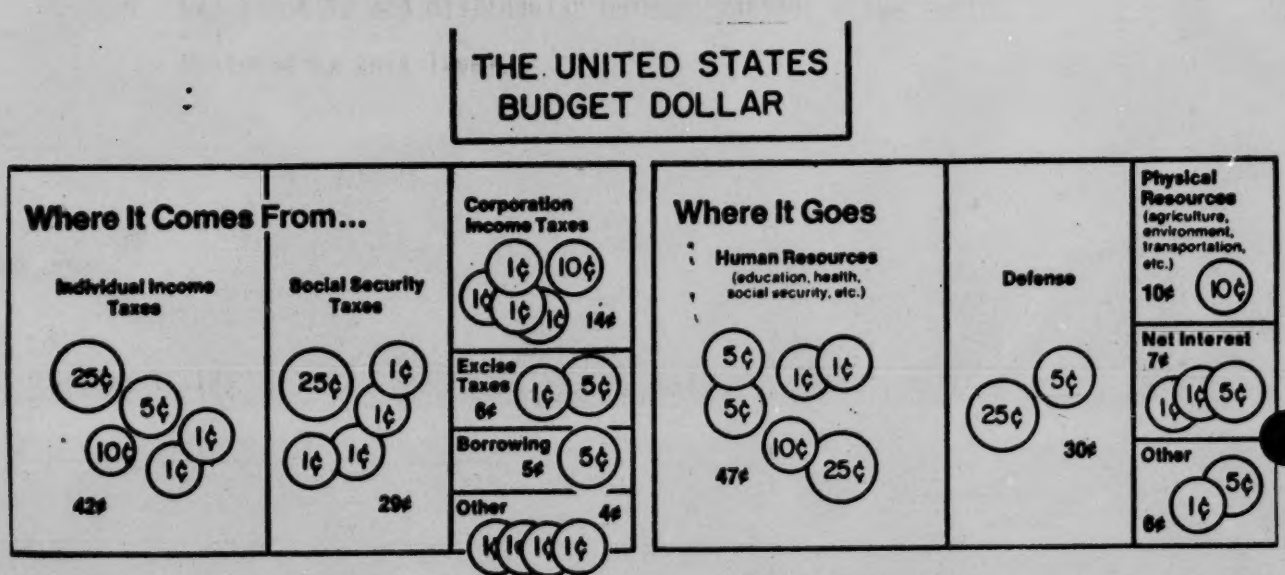
3. Experience in making out various forms such as Income Tax forms, Licences, Auto registration forms, etc., - also Passport applications.

SKILL C — Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.

1. Given a written passage, ask to outline, showing main ideas, and subordinate ideas.

2. Given a piece of prose or poetry, interpret the main and subordinate ideas, by answering a series of questions based on the given materials.

SKILL D — Can select relevant factual data from a prose passage, maps charts, graphs, tables, units, summaries, appendixes, title page.



17 Which is the federal government's largest source of income?
1 individual income taxes
2 social security taxes
3 corporation income taxes
4 excise taxes

18 The largest single government expenditure item is for
1 foreign aid
2 military weapons
3 agriculture
4 human resources

19 The chart shows that to meet expenses the government has had to
1 raise personal income taxes
2 cut down on some of its spending
3 borrow money
4 follow the previous year's budget

20 Which is the most valid conclusion that may be reached from the chart?
1 People who pay more taxes receive more benefits.
2 An increase in spending for human resources would be opposed by corporations.
3 An increase in defense spending would cause an increase in individual income taxes.
4 The way the budget dollar is spent is not necessarily based upon where it came from.

SKILL E Can follow and understand written directions.

Give a series of instructions to be carefully read and followed - ending with final instructions NOT to do any of the above. (Note: This is a good test to see whether they actually read instructions and directions, as well as following them.)

WRITING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can write short answers to questions found in the text and on worksheets.		*	---	---	---	---	---	---	/				
B.	Can construct one-sentence answers to several types of questions.		*	---	---	---	---	---	/					
C.	Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.			*	---	---	---	---	---	---	---	---	/	
D.	Can write a short essay consisting of two or more paragraphs.					*	---	---	---	---	---	---	/	
E.	Can construct and utilize questions which are designed to secure specific pieces of data.								*	---	---	---	/	
F.	Can research and write term papers.					*	---	---	---	---	---	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILLS OF WRITING

DEFINITION: Communication by using written language symbols

Skill A Can write short answers to questions found in the text and on worksheets.

Skill B Can construct one-sentence answers to several types of questions.

Skill C Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.

Skill D Can write a short essay consisting of two or more paragraphs

Skill E Can construct and utilize questions which are designed to secure specific pieces of data.

Skill F Can research and write term papers.

Note: The teacher is responsible for the following skills at this level:

Skill C
D
E
F

ACTIVITIES
Writing Skills

Skill A Can write short answers to questions found in the text and on worksheets

Mastered at Junior High Level

Skill B Can construct one-sentence answers to several types of questions

Mastered at the Intermediate Level

Skill C Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence

Through research the students will briefly refine the topic of the compromising process as used at the Consitutional Convention of 1787.

Skill D Can write a short essay consisting of two or more paragraphs

Students at this level should be able to expand essay answers to cover the essentials needed to answer an essay question. A good source of essay questions is the Statewide Achievement Examination in Social Studies and the Comprehensive examination in Social Studies.

See L-31 and How to Write Essays for Social Studies at the end of this section.

Skill E Can construct and utilize questions which are designed to secure specific pieces of data

1. Have students develop questions from a particular assignment, and also write down the answers they would expect for each question.
2. Prepare pertinent questions for a personal interview.
3. Construct a list of questions which you need to answer in writing a report.

Skill F Can research and write term papers

Activities developed in writing a research paper - such as:

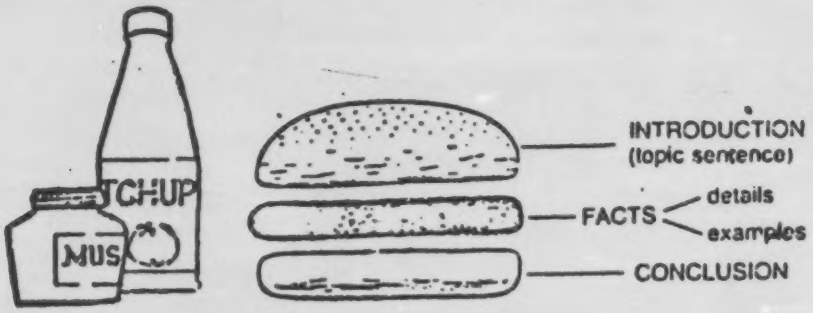
a. given sample bibliographical cards, prepare a proper bibliography
b. given sample excerpts, determine whether a footnote is necessary
c. have students read a selected passage, then practice note-taking by categorizing main ideas
d. write a research paper, based on fundamental activities leading up to same

Note: A good soruce for mechanics is Scholastic Social Studies Skills Reference and Research A, also term papers are very effective projects for English and Social Studies.

Help in Organizing Essays

The organizing and writing of essays is an important skill to develop in Junior High. The following will be of value:

> "Teachers can help students learn how to organize their ideas in writing. Probably the most useful device for helping younger students to organize simple paragraphs is what someone once called a "hamburger paragraph." You will recall that a hamburger has a top half bun and a bottom half bun enclosing a juicy piece of meat which has been laced with condiments like sals, ketchup, mustard, onions, and the like to make it more tasty. A well-organized paragraph resembles a hamburger (see illustration).



It, too, has a top half bun; a topic sentence which states the paragraph's organizing idea. It also has a bottom half bun; a sentence which wraps up the paragraph by pulling together and describing the significance of the idea that the paragraph attempts to communicate. The "meat" of the paragraph consists of the information presented to explain, clarify, exemplify, or support this main idea. The details and examples used to explain the facts correspond to the ketchup and other condiments which make the meat of a hamburger more palatable. By explaining this analogy to the students, using it as a guide in evaluating paragraphs, and using it when making assignments ("Write a hamburger paragraph in answer to this question."), teachers can guide students to better organize their written work.

Of course, an essay can be viewed as nothing more than an extended paragraph, just as a hamburger enlarged becomes a "Big Mac" or some similar concoction. Here each segment or paragraph is separated from the next by a transitional sentence. The whole idea can be extended into a maxiburger of heroic proporations.

Obviously, this procedure is not a very sophisticated way of organizing ideas. But it serves as a beginning. Once students have mastered it, they can learn other ways to organize ideas in written form. The value of this technique lies in its concreteness, simplicity, and immediate utility as a guide to students who need help in organizing ideas on paper.

Source: Beyer, Barry; Back to Basics, Social Science Education Consortium, 1977, pages 31-32.

MAP SKILL SEQUENCING

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can accurately determine the distance from one point to another.		*	---	---	---	---	---	---	---	---	/		
B.	Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.		*	---	---	---	---	---	---	---	---	/		
C.	Can state the relative advantages and disadvantages of various types of map projections.				*	---	---	---	---	---	---	/		
D.	Can construct and label a map.		*	---	---	---	---	---	---	---	---	/		
E.	Can understand and interpret map symbols.		*	---	---	---	---	---	---	---	---	/		

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

MAP SKILLS

Skill A Can accurately determine the distance from one point to another.

Skill B Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.

Skill C Can state the relative advantages and disadvantages of various types of map projections.

Skill D Can construct and label a map.

Skill E Can understand and interpret map symbols.

Note: All of the above skills should have been mastered by Grade 11. Included on the following pages are the skill activities for grade 10 for those teachers who need extra help.

MAP SKILLS
ACTIVITIES

Skill A Can accurately determine the distance from one point to another.

1. Using a map incorporating the Great Circle Route, estimate the distance between major cities of the world.

2. Given any map with a scale of miles, the students will be able to accurately measure miles between two points.

Skill B Can locate varieties of natural phenomena, patterns of land use, density of population, relative size of communities and so forth.

1. Explain the reasons for the growth of cities in relationship to geographical location.

2. Using a map of the Middle East, show how geographic setting has influenced the following:

   Israeli Conflicts, Natural and Man-made Phenomena, i.e., canals, deserts.

Skill C Can state the relative advantages and disadvantages of various types of map projections.

Given a variety of maps of a particular area, the teacher will make a list of questions. The students will need to use all the maps in order to answer all the questions. Example: land contour map, polar-projection, etc.

Skill D Can construct and labal a map.

Given a blank map of Europe, the students will consult resources and construct a map of Europe as a result of the Treaty of Versailles, 1918.

Skill E Can understand and interpret map symbols.

Base your answers to questions 11 through 14 on your knowledge of social studies and on the map on the next page which is concerned with migration within the United States.

11. Which state lost the greatest percentage of its population through migration?
    (a) Kentucky (c) Arkansas
    (b) Vermont (d) North Dakota

12. Which statement is most clearly supported by the information on the map?

    (a) The states in the western part of the nation have larger populations than the states in the eastern part of the nations.

BEST COPY AVAILABLE

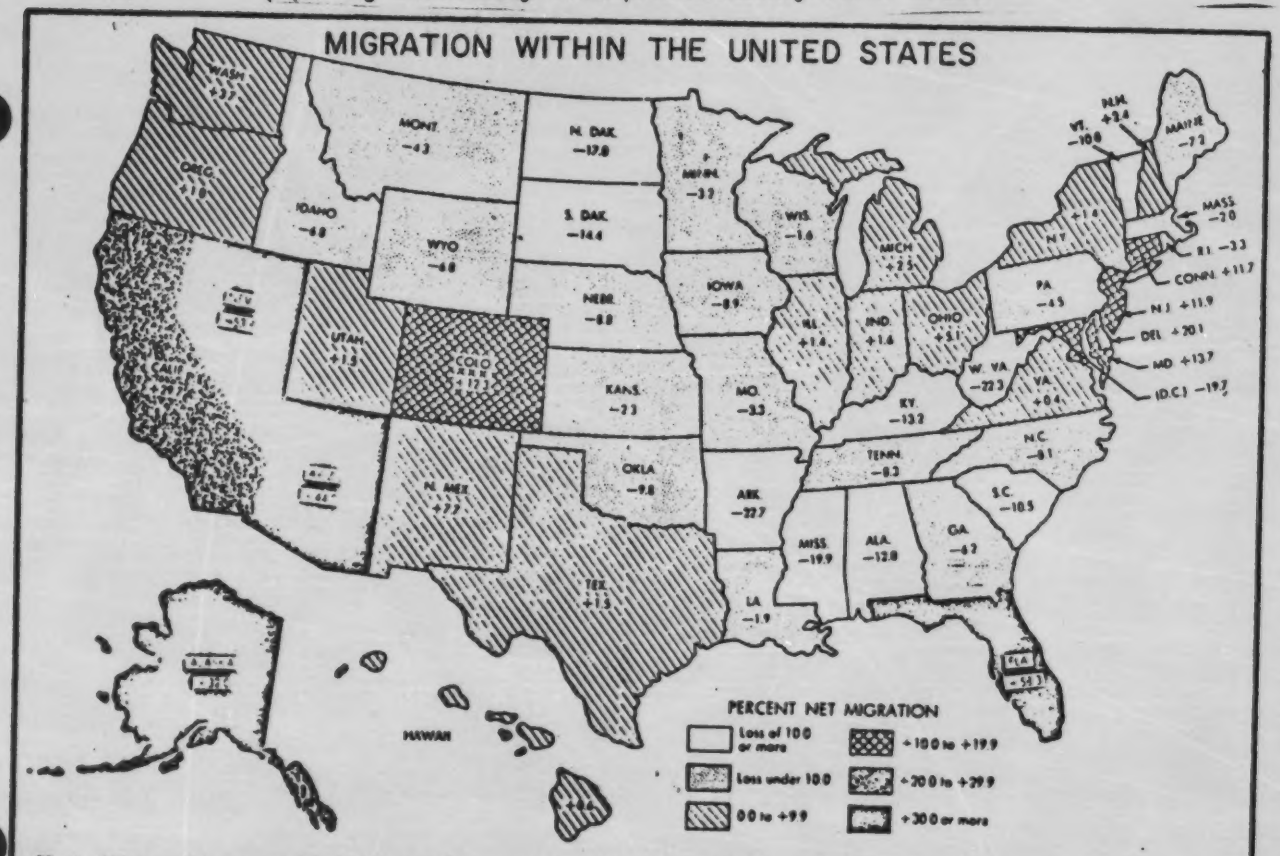
(b) Florida and Virginia were the only southeastern states to have a net gain in migration of population from 1950 to 1960.
(c) All of the states along the Great Lakes had a net gain due to migration of population from 1950 to 1960.
(d) Most of the nation's population is located in the coastal states.

13. Which inference concerning family life can best be made from the information on the map?

(a) The family will regain the status it had in the early 1900's.
(b) Families will be separated by greater distances.
(c) Families will include fewer children.
(d) People will marry and have children at a younger age.

14. Which population movement is most clearly indicated by the data in the map?

(a) migration from urban areas to suburban areas
(b) shift northward of the population center
(c) equal distribution of immigrants among the states
(d) migration away from predominately rural areas



Net Migration, 1950 to 1960, as Percent of 1950 Population, by States

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can gather information from tables, charts, and graphs with and without specific cues.	*	---	---	---	---	---	---	---	---	---	---	/	
B.	Can convert from one form of written tabular or graphic representation to another with or without directions.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can recognize inaccuracies or distortions in graphic presentations.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can recognize, organize, and construct time lines.					*	---	---	---	---	---	---	/	
E.	Can use an index to gather or present statistical evidence.										*	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

DEFINITION: The interpretation and representation for tables, charts, and graphs.

Skill A Can gather information from tables, charts, and graphs with and without specific cues.

Skill B Can convert from one form of written tabular or graphic representation to another with or without directions.

Skill C Can recognize inaccuracies or distortions in graphic presentations.

Skill D Can recognize, organize and construct time lines.

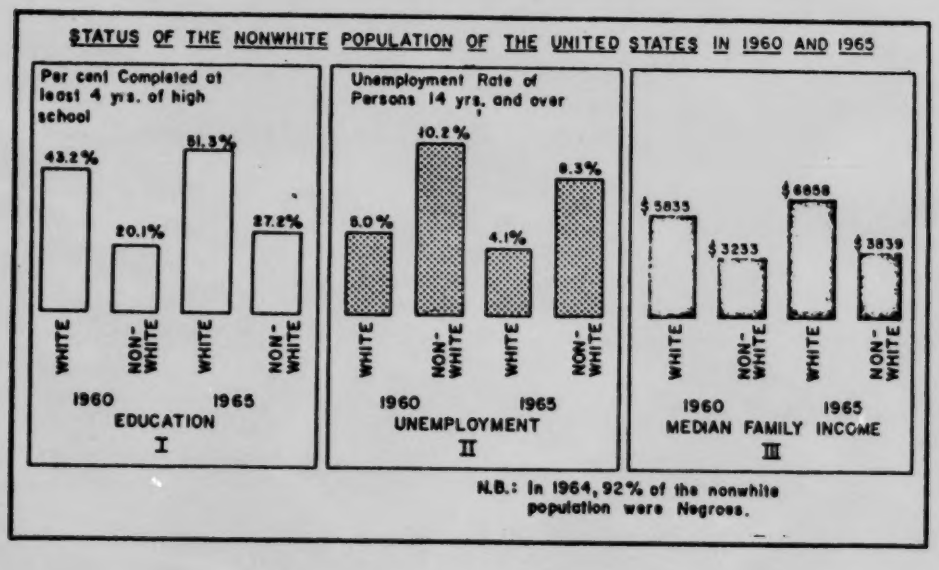
Skill E Can use an index to gather or present statistical evidence.

Note: The teacher is responsible for all of the above skills.

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS
ACTIVITIES

Skill A Can gather information from tables, charts and graphs with and without specific cues.

Base your answers to questions 12 through 16 on the graphs below and on your knowledge of American studies.



12. The three graphs generally indicate that:

(a) persons between the ages of 14 and 25 are unemployed students.
(b) economic and educational opportunities improved between 1960 and 1965.
(c) the unemployed achieve a higher median family income through welfare than they do when employed.
(d) more nonwhites than whites were completing their high school eudcation by 1965.

13. A study of the three graphs might lead to the conclusion that one of our major national concerns should be:

(a) construction of many new housing units.
(b) increased attention to the growing problem of illiteracy.
(c) ending government interferences with hiring policies of private corporations.
(d) reduction of the gap between the economic and educational conditions of whites and nonwhites.

14. Which statement is most strongly supported by the information in the graphs?

(a) The problem of chronic unemployment has been steadily increasing.
(b) The gap between white and nonwhite employment has widened considerably.

14. (con't.)

(c) The gap in median family income between whites and nonwhites narrowed significantly between 1960 and 1964.
(d) The number of high school graduates has increased for both white and nonwhite populations.

15. To draw a valid conclusion with respect to increases in family income from 1960 to 1965, one would have to give chief consideration to the:

(a) general increase in the size of the average family in the United States.
(b) effect of inflation on prices of goods and services.
(c) decrease in the use of the sales tax in various states.
(d) large number of families on welfare in the major cities.

16. Which factor NOT appearing in the graphs is most probably contributing to the data shown?

(a) discrimination in employment practices
(b) large percentage of immigrants in the white population
(c) the tendency of numbers of unemployed nonwhites to increase as the numbers of white high school graduates increase.
(d) the relationship between educational opportunities and population growth.

Skill B Can convert from one form of written tabular or graphic representation to another with or without directions.

1. Compare the election results of two major parties in all elections since 1948.

2. Construct graph showing the median educational level of nonwhite Americans in the last 20 years.

3. U.S. LABOR FORCE

Male and Female Workers

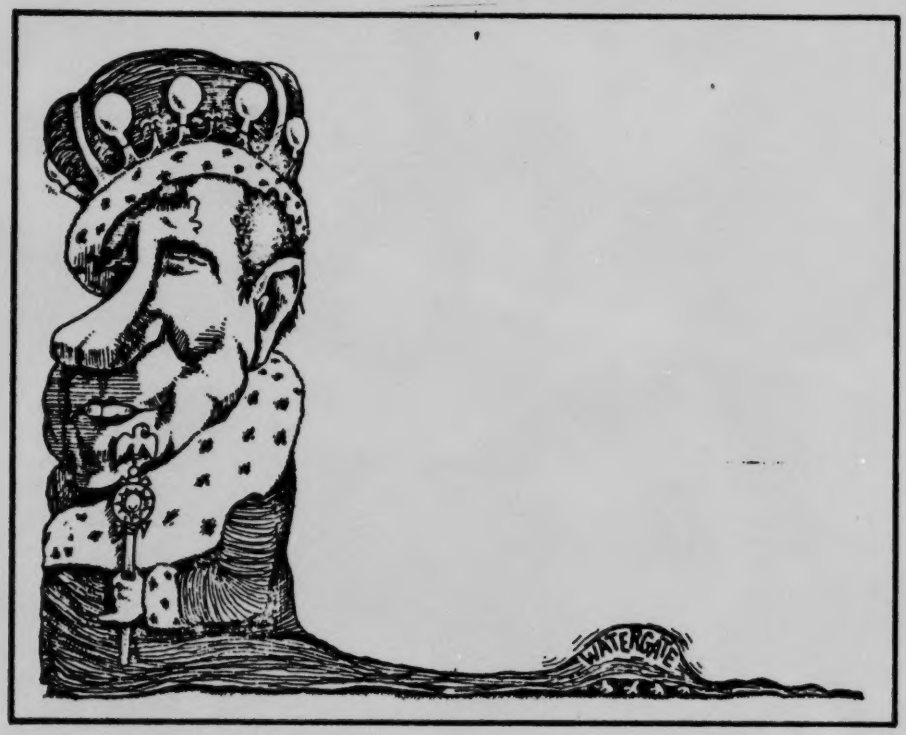
	Male Workers	Female Workers	Women as a Percentage of Labor Force
1955	44.5 mil.	20.5 mil.	32%
1960	46.4 mil.	23.2 mil.	33%
1965	48.3 mil.	26.2 mil.	35%
1970	51.2 mil.	31.5 mil.	38%
1972	54.1 mil.	34.1 mil.	39%

Using this table, construct a bar graph.

Skill C Can recognize inaccuracies or distortions in graphic presentations.

Interpret, analyze and compare charts and pictorial material.

Below is a political cartoon.



Ranan R. Lurie

a. Explain a point of view about the role of the President of the U.S. that is suggested in the cartoon.

b. Describe two ways in whcih our society limits the actions of our elected officials.

Skill D Can recognize, organize and construct time lines.

1. Take each President - use the dates of his term, then list each state under each man, as they were admitted to the union.

2. Take each state and arrange them in order of their admittance.

Skill E Can use an index to gather or present statistical evidence.

1. Assign a topic or report, requiring the use of statistics.

HOW TO WRITE AN ESSAY FOR SOCIAL STUDIES

- Pete Adams, Cortland Sr. High School

General Statement: the purpose of essays in social studies is to make the pupil think logically by using specific information found in events and movements in the social sciences. According to the New York State Regents, the pupil, in developing answers to essays, must be sure to:

1) include specific factual information and evidence whenever possible
2) keep to the questions asked; do not go off on tangents
3) avoid overgeneralizations or sweeping statements without sufficient proof; do not overstate your case

General

When teaching students about writing essays - be sure they understand the difference between the words - LIST, EXPLAIN, and DISCUSS.

Procedure

1. Have scrap paper ready as you read the question.
2. Read question at least 3 times.
3. As you read, ideas come to mind and those ideas should be jotted down on the scrap paper. (This does not mean full sentences; just words or ideas.)
4. After you have read the question three times, say to yourself "WHAT DO I HAVE TO DO". This is very important. Number, diagram or list all the things you have to do on your scrap paper immediately.
    a) Many questions tell you specifically to do 2 or 3 things. Other questions say to give examples of or they say to give illustrations of. Examples and illustrations are plural in these cases and that means you must discuss or explain or list at least 2 things. Watch for those plurals.
5. A perfect answer to an essay includes the 5 W's plus the H and the R. So - before you start writing your essay, write the following on your scrap paper.
    a) What?
    b) Why?
    c) When?
    d) Where?
    e) Who?
    f) How?
    g) Results?
6. Before you start writing the essay be sure you have the answers to the above questions and that you have enough materials for the credits you need for the particular question.
7. Check to see if the question requires a personal opinion or interpretation at the end - if not, then don't give your opinion or interpretation.
8. Now you are ready to write your essay. Make up a good introductory statement. Don't recopy the question. That is a waste of time and paper.
9. After you have written your essay in complete sentences and paragraphs, make sure you have an appropriate closing statement or summary or conclusion.

Example

Assume you had to answer the following question:

Comparison of the Percent of Married Women, Husband Present, in the Labor Force by Age and Race: 1940 and 1970

Age in years	1940 White	1940 Black and other races	1940 Total	1970 White	1970 Black and other races	1970 Total
16 and 17	4.2	13.4	6.1	20.6	21.9	20.8
18 and 19	8.7	18.6	10.3	39.6	37.4	39.4
20 to 24	16.2	25.7	17.3	45.7	51.9	46.3
25 to 29	17.1	31.1	18.5	35.9	53.9	37.6
30 to 34	16.3	31.8	17.6	36.5	55.3	38.4
35 to 44	13.8	30.5	15.3	44.4	56.7	45.6
45 to 54	10.1	25.5	11.1	46.7	54.3	47.3
55 to 59	7.3	20.7	8.0	39.5	45.8	39.9
60 to 64	5.2	17.1	5.8	27.1	34.1	27.6
65 and over	2.4	9.9	2.8	7.6	12.9	8.0
total 16 and over	12.5	27.3	13.8	38.2	49.8	39.2

We the American Women
U.S. Dept. of Commerce
Bureau of the Census, 1970

The information in the chart above indicates that some changes in the percent of employed married women have occurred in the period from 1940 to 1970.

(a) Using data in the chart, identify two changes that have occurred in the percent of employed married women in 1970 as compared to 1940.

(b) Describe changes in the United States economy and/or in values in United States society which have helped to bring about the changes mentioned in a.

(c) When similar information is collected for the year 2,000, how do you think the data will differ from that for 1970? Why?

I. Discuss TWO ways in which the Crusades influenced the history of the Mediterranean world. (10 pts.)

Procedure

1. Read the question three times.
2. Analyze the question.
   a) Do I know the meaning of all the words? "Crusades," Mediterranean World."
   b) What do I have to do or explain? "The influence or effects of the Crusades on Mediterranean history."
   c) Jot down information on scrap paper
      The Crusades:
         a. Stimulated trade in Mediterranean Area.
         b. Revival of interest in classical culture.
            1) Italian cities with Arab and Byzantine Empire-products of Europe exchanged for goods from the East.
            2) Intellectual reawakening-Renaissance started in Italy (could also use the growth of cities, the Reformation, the exploration movement, rise of middle class, etc.)
3. Try 5 W's and H and R.
   What? - Holy Wars - Christians vs. Moslems
   Why? - to recapture Holy Land from Turks
   When? - about 1100 to about 1300
   Where? - from countries of Western Europe (France, England, German States to Palestine)
   Who? - Christians - individuals (Pope Urban II, Peter the Hermit, Richard the Lion Hearted, Philip Augustus)
   How? - Overland on foot; by boat from Italian cities across the Mediterranean
   Result? - failure to recapture Holy Land
   Beneficial outcome - growth of trade, decline of feudalism, growth of knowledge, revival of learning, rise of cities, rise of middle class, etc.
4. Have I organized enough material for 10 credits?
5. Do I have an introductory statement which restates the question? "In the period 1100-1300 the Crusades of Western Europe made repeated attempts to recapture the Holy Land from the Moslems. They, therefore, influenced the history of the Mediterranean World in many ways.?
6. Does the question require a personal opinion or interpretation at the end? - not in this question.
7. Do I have an appropriate closing statement?

Sample Answer to the Question

Question: Discuss two ways in which the Crusades influenced the history of the Mediterranean World. (10)

Answer: Roman supremacy, the impact of Islam, the Crusades and discovery of the New World have all influenced the history of the Mediterranean world.

a. One way in which the Crusades influenced the history of the Mediterranean World was that they stimulated trade between the East and the West via the Mediterranean Sea. Prior to the Crusades, the Mohammedans had controlled and maintained a monopoly over trade in the Mediterranean. Establishment of the Christian colonies in Asia Minor enables the rising merchant class of the Italian Peninsula to break the monopoly. Soon a flourishing trade between Europe and Asia began. Italian ships from Venice and Genoa piled back and forth along the Mediterranean area carrying spices, silks, carpets, jewels, and other goods of the Orient to be sold in the cities of Europe. The Mediterranean area became the richest and most important commercial region in Europe.

b. Another influence of the Crusades on the Mediterranean World was that they renewed in Europe an interest in the almost forgotten culture of Greece and Rome which had not quite disappeared in the East. (Constantinople). This renewed interest in classical culture ushered in the intellectual awakening called the Renaissance which arose first in Italy.

Thus, through the stimulation of commerce and the revival of interest in Greek and Roman culture, brought about by the Crusades, the Mediterranean World once again became the center of world affairs.

Example Essay 2

Question: Giving illustrations, show that each of two of the following statements describes the feudal period of Europe. (10)

a. The feudal manor was a self-sufficient economic unit.
b. The feudal system glamorized military combat.
c. The Church played an important part in the history of medieval Europe.
d. The Crusades contributed to the decline of feudalism.

Answers:

a. The following are illustrations to show that the feudal manor was a self-sufficient economic unit. All the farm products necessary for living were grown on the manor. Agriculture was the principal activity. The lord of the manor owned the land; it was cultivated, however, by a large group of peasants whose status was that of unfree serfs. The farm products grown by the serfs supplied all the food for the people of the manor. Besides the lord and his family and his many retainers (knights) there were many craftsmen in the manor. These worked in establishments where they produced articles or performed services for the people of the manor. There were, for example, the blacksmith, the cobbler, the miller, the keeper of the wine press, the baker, the butcher, the chandler, the harness maker, the carpenter, the cabinet maker and others. Each of these rendered services for others on a system of barter, exchange. Little or no money was used. Since there were few, if any roads, communications between manors was very difficult and there was little or no trade and commerce in the early Middle Ages. There, each manor was practically a self-sufficient community.

b. The following illustrates how feudalism glamorized military combat: military service was considered noble, while labor was considered ignoble. Only members of the aristrocracy had the "privilege" of being warriors and knights. Even a poor knight had at least a small manor with his own retainers and serfs. These knights were vassals of powerful lords to whom they swore allegiance. The ceremony of this swearing in was called "homage" and was an elaborate affair. The vassal knelt before the lord and swore eternal service. In this way the vassal undertook to render military service to his lord and to be a retainer at his court. Out of this grew the institution of chivalry. Knights were carefully groomed for their careers. First, they served as "pages" and began training in the use of arms. They were taught "courtesy". In the late "teens" each page became a "Squire" and accompanied his lord and tended him in battle. At about the age of 21, a Squire was eligible for knighthood. This too, was an elaborate religious ceremony. The knights then participated in special tournaments, engaging in individual and group jousts for the favor of their fair ladies. These knights then also went to war when the lord, a vassal to the king, was called upon to fight by the king.

Other answers:

The Church played a major role. Examples:

1. Work of the monasteries - maintained farms, helped needy and sick, ministered to religious needs of people. Kept learning alive by safeguarding and copying ancient Greek and Roman manuscripts, maintaining schools, training theologians. Maintained law and order and the church set up a code of morality and a way of life. Preached obedience, humility, the Golden Rule. Could influence in war - Peace of God. All fighting to cease on the Sabbath. Church played a role in the Arts. The great Cathedrals in Gothic style made important contributions in painting, sculpture and architecture.

2. Contributions of Crusades to decline of feudalism. Destruction of Manors. Many feudal lords participated in Crusades - stayed away from manors for long periods - many perished. Large numbers mortgaged their lands to obtain money for their expeditions. Many feudal manors remained neglected. A good many were taken over by the kings and consolidated to from new nation states. This broke down the isolation and self-sufficiency of the manor. Crusades stimulated trade with Europe and the Orient. This caused the rise of cities. Serfs fled or escaped the manor to live as free citizens of towns and cities. Great variety of goods from Asia and development of trade routes broke down isolation and self-sufficiency of manor. Cultural isolation, too, broke down as people discovered culture of Moslems. Feudalism could no longer serve needs of most people in Europe.

The question below is an example of the type of questions that are asked on the new Comprehensive Social Studies Regents exams. It requires the pupil to solve problems. I will first write the question, and then I will show you how the student might be taught how to approach such a question in an attempt to answer that question.

Below is a list of topics of current concern in the United States.

Topics

1) Military aid to nations of the Middle East
2) Environmental protection programs
3) Health care
4) Urban mass transit systems
5) Employment
6) Municipal financing

A) Select three of the topics from the list above and for each topic selected, identify one major problem related to that topic. (3)

B) For one of the problems identified in your answer to A, suggest two possible solutions. For each solution, identify and discuss one possible short-range consequence and one possible long-range consequence of that solution. (12)

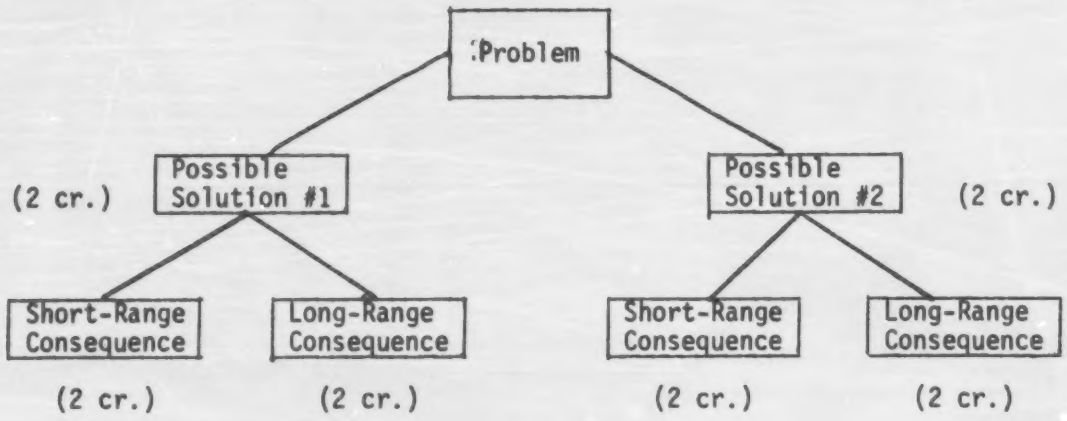
The question is a process-type question which requires the skills of problem identification and problem solving. The topics are thematically wide-ranging.

a) Each answer should reflect the student's insight concerning a potential problem related to the topic. For example:

1. Military aid to nations of the Middle East might contribute to the outbreak of new hostilities by escalating the ability to conduct war.

2. Environmental protection programs may have negative effects on the economy by causing loss of jobs and regarding the exploitation of natural resources.

b) The answer to this section can be graphically represented as follows:



For example:

Possible Solution #1 - Extending military aid to Middle Eastern nations in a way designed to establish a balance-of-power situation, with the clear understanding that aid is for defensive purposes only and is not to be sought from other nations.

Short-Range Consequence - Risk of serious disagreements between nations of the area and the United States over needs, types and quantities of aid, and risk of an intensified arms race in the Middle East.

Long-Range Consequence - Possible shift from uneasy armed truce to acceptance of general negotiated settlement.

Possible Solution #2 - Ending all military aid to Middle Eastern nations, but offering instead economic aid and increased trade credits in return for reduced military tensions.

Short-Range Consequence - Risk of Middle Eastern nations turning to other sources of military aid, perhaps hostile to the United States, thus complicating the arms race in the region.

Long-Range Consequence - Possible development of mutually beneficial economic and commercial relations among nations of the area as a first step toward a general negotiated settlement, or intensification of tensions to flashpoint, thus igniting another Middle East war and possible leading to a Great Power confrontation.

As indicated above, each possible solution is worth two credits; each short-range and long-range consequence is worth two credits.

The diagram on the previous page was reproduced from the "Guide to Evaluating Essays" in the answer key to the August 18, 1976 Comprehensive Examination in Social Studies.

The following question is a good example of a question that students lose points on because they forget what they are to do. See part b, 2. Most students will forget the part about <u>why it was important in American History</u>.

1. a. Explain how the power of judicial review was established by the United States Supreme Court. (3)

   b. (1) Name and discuss THREE important decisions of the United States Supreme Court in the last two centuries. (6)

   (2) Explain why each decision discussed in part b, (1) was important in American History. (6)

Note: Part b, (2) - most students will forget this part and lose 6 credits.

The following is an example of how the above question should have been answered.

1. a. Marbury vs. Madison (1803) was the case in which the United States Supreme Court established the principle of judicial review. The Federal Constitution had provided for the creation of a federal judiciary in Article II and had outlined its jurisdiction. There was no provision for judicial review amont the expressed powers of the federal courts. There was a statement, however, that this Constitution and all the laws and treaties enacted under it should be the "supreme law of the land." The Court, under the doctrine of implied powers, held that this gave the federal courts the power to pass upon the constitutionality of acts of Congress. This principle was later applied to state laws also and became the corner of American law.

   The point at issue in this case was whether the Court had the power of judicial review, that is, whether it could legally pass upon the constitutionality of an act of Congress. The particular act in question was the Judiciary Act of 1789. One of its provisions had empowered the Court to issue writs of mandamus to compell public officials to perform their public functions. In this case, John Marshall and his Court had to determine if Congress had acted in a constitutional manner when they had adopted this provision and if, accepting the view that Congress had acted unconstitutionally, the Court had the power to declare that section of the act null and void.

   The Court found the provision to be unconstitutional and declared it null and void. It refused to issue the writ of mandamus requested by Marbury. This decision affirmed the doctrine of judicial review.

   b. 1. McCulloch vs. Maryland (1819) - This decision concerned the constitutionality of the United States Bank. In 1816 Congress had chartered the Second United States Bank. A portion of its stock was owned by the United States government. The Bank was authorized to issue bank notes which were to circulate currency. Maryland imposed a tax on the business transacted by the Bank within its borders. The bank, claiming to be an institution of the national government, refused to pay this tax.

The questions at issue were the following:

Was the Bank constitutional?
Did a state have the power to tax it?

The Court decided that the implied power clause permitted Congress to use its powers to raise revenue, coin money, borrow money, and other financial powers in order to establish a bank. It also ruled that inasmuch as "the power to tax is the power to destroy," no state might be permitted to tax an agency of the United States.

Dartmouth College vs. Woodward (1819) - The State of New Hampshire had changed the charter of Dartmouth College, issued many years before by the Colony of New Hampshire. One of the displaced trustees challenged the legality of that action.

The question was whether New Hampshire had impaired the obligation of a contract in violation of Article I of the federal Constitution. The Supreme Court ruled that a charter issued to a corporation was a contract and could not be altered by a state under the above provision.

Gibbons vs. Ogden (1824) - This case binged on the question whether a state or the federal government had control of the navigable waters within a state. Ogden had a license which gave him exclusive right to navigation of the Hudson between New York and New Jersey, while Gibbons had a license from the federal government. The Supreme Court ruled that the federal government, under its power to regulate foreign and interstate commerce, had jurisdiction over all navigable bodies of water whether within state boundaries or not. This principle invalidated the New York State permit.

2. McCulloch vs. Maryland - This decision was important in American history for the following two reasons: (1) it affirmed as a principle of law that the powers of Congress, specifically enumerated in the Constitution, should be interpreted loosely or broadly so as to give Congress much latitude as to what was "necessary" or "proper" to execute its powers. This principle has, with but few exceptions, been since followed by the Supreme Court and has enabled Congress to legislate in a wide variety of ways to meet many changing conditions without the necessity of too many constitutional amendments. It affirmed the principle that acts of a state legislature, as well as acts of Congress, are subject to review by federal courts if a constitutional question is involved. This, too, has become a basic principle of American law.

Dartmouth College vs. Woodward - This case was important in American history because it established the principle that corporate charters may not be altered by states at will in the absence of a clause in the contract giving the state that power. In practice, this decision has resulted in the insertion of a clause giving the state the power to alter the charter when it deemed it necessary. The chief importance of this decision was that it marked another step in the direction of asserting the authority of the federal courts over the acts of the states whenever a constitutional issue was raised.

Gibbons vs. Ogden - This decision was important in American history because it laid down the principle that all navigable waters were within the jurisdiction of the federal government. It marked a further extension of the powers of the federal government and a limitation upon the powers of the states. It was another evidence of the trend to interpret the "necessary and proper" clause in the broadest possible way to enlarge the powers of Congress.

Note: The students could have selected any number of important decisions together with their importance. I have listed a few...

	Case	Decision	Importance
1.	Fletcher vs. Peck (1810)	Court upheld a grant invalidated by a state legislature.	Principle of judicial review of of acts of state legislatures established for the first time. Court upheld the principle of "sanctity of contract".
2.	Brown vs. Board of Education (1954)	Court reversed doctrine of "equal but separate" facilities in public schools previously laid down in Plessy vs. Ferguson (1896). Segregation in public schools held illegal.	Reversal of old doctrine threw South and parts of North into turmoil. Compelled to desegregate public school. Much resistance to this decision. Now means busing of students - big problem in cities - Boston recently.
3.	Gideon vs. Wainwright (1963)	Issue: Due Process of Law and Right to Counsel. State of Florida had denied defendant due process under 14th Amendment by not granting him his 6th Amendment right to counsel.	Every person charged with a crime is entitled, when having a jury trial, to have a lawyer. If he can't afford one - court must appoint one. Court ordered all people in prison who were denied right to counsel must be retried.
4.	Escobedo vs. Illinois (1964)	Issue: Self-Incrimination and Right to Counsel: Court ruled that defendant was not told by police his right to remain silent (5th) - and forced confession from him - without his lawyer present.	All persons accused of a crime must be informed of their rights by police and when being questioned must have lawyer present. Police upset - claim it cripples law enforcement and almost requires police cars to be equipped with public defenders.

WHEN CORRECTING AN ESSAY

1. Look for the 5 W's plus H and R.
2. If a student makes a statement be sure he has used examples or facts to back up or to prove what is said is true.
3. Make notations on students paper so that the student understands where he or she has not explained properly and why he or she has lost credit.
4. Write the words such as: when, why, where, who, etc., also write the words "give examples", "prove it". Use question marks if the answer is not clear in your mind. Underline things that are wrong.

5. Write clues or suggestions for possible material the student could have used to improve his or her answer.
6. When returning essays - read a poor answer out loud to the class. Have the class tell you what things were missing in the essay or how the essay could have been improved.
7. Then read a good essay out loud to the class. Ask for any comments from the class concerning this paper.
8. Indicate on a poor essay paper that you want the student to do it over. The only way you will get them to write good essays is to drill, drill, drill. This means doing many essays so that the students gain confidence in writing and expressing themselves.
9. If a student has a real problem understanding - have a conference with that student. Possibly involve his or her English teacher to try and help the student.

Below you will see a question from the American Studies Midterm - Regents.

Following the question there will be two examples of how this question was answered by two different students. You will also notice how I attacked the one essay answer and you will also notice that I made very few comments on the other student's paper because it was practically perfect.

American Regents - Midterm - 1977 Essays Adams

3. This question consists of three separate incomplete statements. Each statement is followed by three expressions 1-3, any one of which may be considered a suitable completion for that statement. You are to select ONE expression from statement A, ONE from statement B, and ONE from statement C. Then on your essay paper, write the number preceding each statement - (example - A.1) and in three to five well-developed sentences, give the reason why the resulting completed statement is valid. Credit will be based on the acceptability of the reason given. Remember, you must select one statement from each of the three selections. (15)

   Selections:

   A. There has been repeated disagreement between the Federal government and state governments over the 1) nullification issue in the 19th century or 2) voting rights in the 19th century or 3) extension of Federal power in the 20th century. (5)

   B. During the course of American History our society has been influenced by ideas from Europe in the area of 1) political traditions or 2) religious traditions or 3) social institutions. (5)

   C. There has been repeated debate over the issue of 1) granting amnesty to draft dodgers or 2) a persons right to die, or 3) re-instituting the death penalty for major crimes. (5)

On the following pages see the two different ways the question was answered and also how I correct essays.

*3)

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(A,1) The nullification issue during the 17th century was a document by John C. Calhoun saying that the states had the right to secede from the Union or disagree with laws passed by congress. This law caused great disagreement between the states and federal government. The states in the south ~~xx~~ especially S.C. were against the tariff by the federal government. S.C. wanted very much to adopt the nullification issue. The federal government said that the states didn't have the right to secede or deny laws passed by congress. This argument of whether the state has the right to secede will never be solved until the Civil War — Who won? When? What happened?

(B,1) Many political traditions or forms of government have been incorporated into our government from England. We have got our bicameral legislature with the 2 houses from England. (Also the seperation of powers that the English form of government has is similar to ours. The English government also has a Prime Minister who is like our President who isn't chosen by the people but by Parliament. His position must be a member of House of Commons.) 1787? ??

+57

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people's representatives in Parliament. House of Commons +60

(C,3) There re-instituting the death penalty has brought many debates. The Silfmen ~~specific~~ ~~wives~~ when he wanted to be excuted was held off for many months because there was such a great debate over wether he should die. The major debate — who? how is how to figure out what the major crimes are and what the punishment should be. This penalty for death has been stopped where? and brought back in, in many states for ~~years~~ people? and will probably continue for years until some major decision by the Supreme Court, or Congress is made. Karen Quinlan case +63

P.S. Gilmore was executed — Monday Jan. 17, 1977. in Utah

The next pages contain the other students answer to question #3.

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Essays

94

Amer. History M-Im

Group I

#3

A,1. There has been repeated disagreement between the Federal government and state governments over the nullification issue in the 19th century. This statement is valid because in 1828, after the Tariff of Abominations, John Calhoun wrote "South Carolina Exposition and Protest." This document set forth the doctrine of nullification stating that states had the right to declare federal laws (Null + void) unconstitutional. South Carolina declared the Tariff of (1828 + 32) null + void and the President Andrew Jackson threatened the state with military enforcement of the law. These issues increased sectionalism and the northern and southern political, social, and economic differences. As a result of nullification, 33 years later the South attempted to prove itself right by starting the Civil War.

50 + 69

#67.

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B,1. During the course of American History our society has been influenced by ideas from Europe in the area of political traditions. This statement is supported by the fact that the United States has a bi-cameral Congress, as does England. Our Declaration of Independence took many of its ideas from the writings of Montesquieu and Rosseau. Yet, probably the greatest European influence on our political traditions is the writings of John Locke, Montesquieu, and Rosseau. The basic ideas of these great writers form the basis for our democratic government. John Locke said, "the government is a contract between the people and itself." Our democracy is based on "government by the consent of those governed." + 74

C,3. There has been repeated debate over the issue of re-instituting the death penalty for major crimes. The debate has been increased over with the case of Gary Gilmore and his "Death wish." The publicity that the Gilmore case received led to intervention of the NAACP and the Civil Liberties Union, fighting

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for a national ban on death penalties. The debate even went as far as it to involve the Supreme Court who ruled against Gilmore's "wish." Yet, finally, Gilmore was allowed to die "respectfully." + 79

If you study the second answer you will see that this student followed all the steps on how to write a good essay. (see pages 1-3 of this report)

Information for this report was compiled by:

Peter P. Adams
Social Studies Department
Cortland Senior High School
Cortland, NY 13045
1/28/77

Note: Also available, State Education Department Social Studies Bulletin

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INQUIRY SKILLS

for

Grades 11-12

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INTRODUCTION

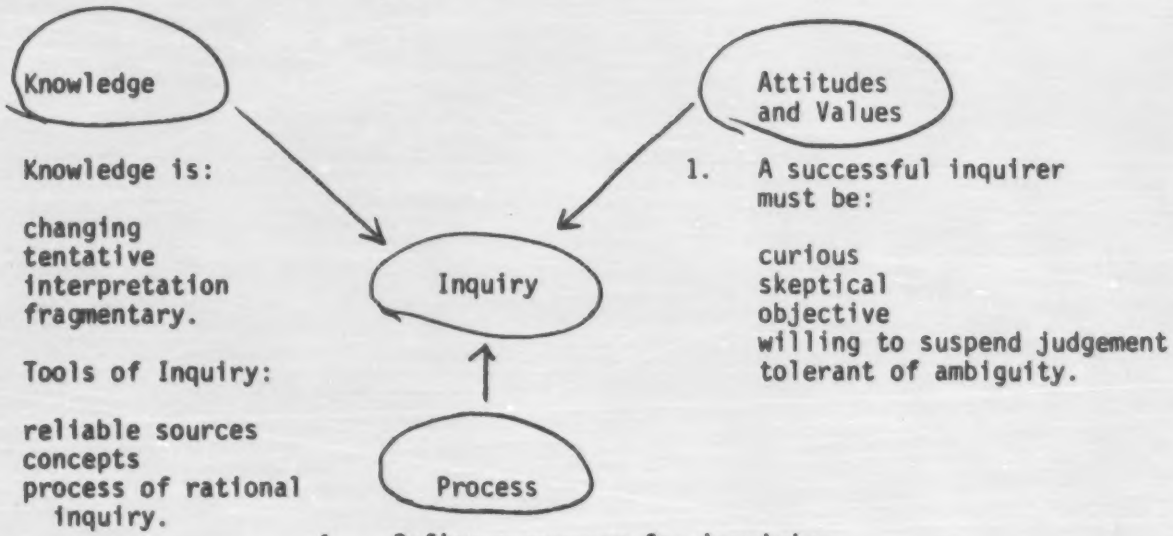
During the past decade, increased attention has been given to the teaching of social studies skills from kindergarten to the twelfth grade. The usual emphasis placed on acquiring content as an end in itself can no longer be justified. To survive in our rapdily changing world, our children do not need to memorize a myriad of useless facts, soon to be forgotten or superseded by new knowledge. Rather, they must leave the classroom equipped with the skills needed to uncover, process, and interpret data. In other words, with the realization that knowledge is doubling almost every decade, our children must possess the skills which will not only enable them to choose relevant data from constantly changing knowledge, but will also enable them to revise and re-evaluate what they have learned.

With this in mind, social studies educators must give priority to teaching skills that will be of most value to their students in the future. Probably the most important of these are problem-solving and critical thinking skills. Once acquired, these skills will enable children to learn independent of the classroom, thus becoming more responsible for their own education. Students equipped with these skills might be better able to cope with their personal problems, as well as survive the complexities of modern day society. Perhaps the most effective way in which these particular skills can be taught is through the use of inquiry.

What is "inquiry"? Some people have labeled it an approach, some have referred to it as a teaching method, while still others have termed it a strategy. Adding to the vagueness even more, some people believe that inquiry is synonymous with asking questions, analyzing information, critical thinking, or problem-solving. Yet amidst all this confusion, one common feature of inquiry emerges - that is, inquiry refers to a specific way that people can be guided in learning. According to Beyer, inquiry is a process that requires the learner "to perform

certain intellectual operations in order to make experience understandable."* It requires working with data in a special way, certain kinds of knowledge, and the possession of a unique set of attitudes and values that will support this particular way of learning.

Refer to the diagram below...*



As depicted in this diagram, the three dimensions of inquiry are in practice inseparable. However, the "process" of inquiring is the key to inquiry. It is this process that makes inquiry learning so different from other ways of learning. It is a complex way of learning, but a very effective one. When viewed in its entirety, it looks like this...

*From Barry K. Beyer's Inquiry in the Social Studies Classroom: A Strategy for Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio 1971.

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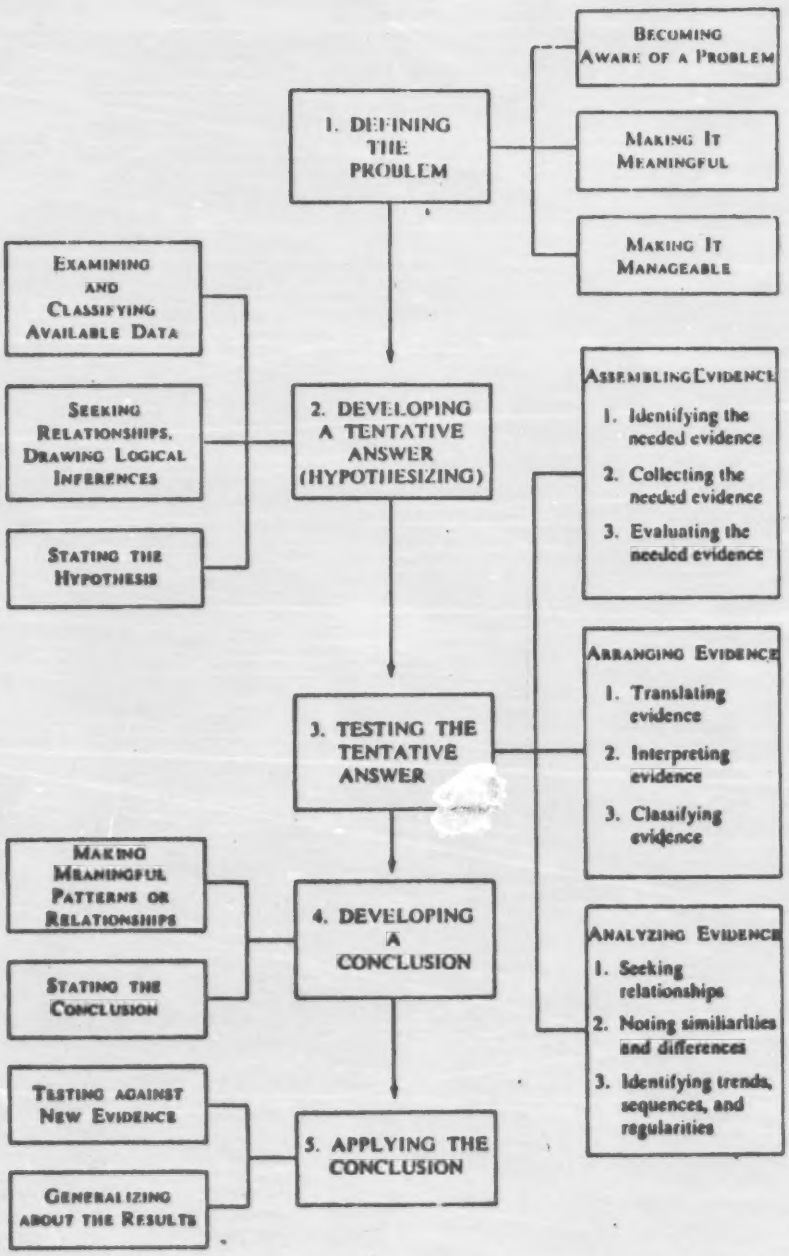
The Process of Inquiring*


1. DEFINING THE PROBLEM
Becoming Aware of a Problem
Making It Meaningful
Making It Manageable
2. DEVELOPING A TENTATIVE ANSWER (HYPOTHESIZING)
Examining and Classifying Available Data
Seeking Relationships, Drawing Logical Inferences
Stating the Hypothesis
3. TESTING THE TENTATIVE ANSWER
Assembling Evidence
1. Identifying the needed evidence
2. Collecting the needed evidence
3. Evaluating the needed evidence
Arranging Evidence
1. Translating evidence
2. Interpreting evidence
3. Classifying evidence
Analyzing Evidence
1. Seeking relationships
2. Noting similiarities and differences
3. Identifying trends, sequences, and regularities
4. DEVELOPING A CONCLUSION
Making Meaningful Patterns or Relationships
Stating the Conclusion
5. APPLYING THE CONCLUSION
Testing Against New Evidence
Generalizing About the Results

*Refer to note on I-2; (page 50).

(Grades 11-12)

"In essence this process involves three distinct types of intellectual operations - making inferences from data, testing these against more data, and synthesizing bits and pieces of information into meaningful wholes. These operations are performed over and over again in almost every stage of inquiring. In the hypothesizing stage, an inference drawn from a brief survey of the data may be quickly tested and synthesized into a hypothesis. In the testing stage, this hypothesis is examined in the light of new evidence as each aspect is checked and inferences are made about it, tested, and finally refined, retained, or discarded. ...this process may be repeated numerous times before any acceptable conclusion is reached. Finally, these same three operations are engaged in when one treats the conclusion as a hypothesis to test it against additional data before finally accepting it... . These operations form the heart of the inquiry process - but they are not synonymous with it. The process uses these for different reasons and thus encompasses much more." (Refer to note on I-2; pg. 51).

"The process of inquiring, furthermore, utilizes analytical thinking (deliberate, step-by-step, logical thinking) and intuitive thinking (guessing, hunching, jumping to conclusions). Inductive reasoning, moving from bits and pieces of data to all-encompassing statements, and deductive reasoning, moving from all the relevant data to a concluding statement, are also used repeatedly and often interchangeably. Inquiring involves many acts, some conscious and deliberate, others haphazard and almost automatic. It is not always a neat progression of steps from one simple operation to another a bit more complex. The inquirer may frequently go through this process a number of times before the initial problem is resolved. Yet, inquiry starts with a problem or question of some sort and moves at varying rates of speed to some type of a resolution or conclusion. It is one way of making meaning from experience." (Refer to note on I-2; pg. 51).

The skills necessary for successful inquiry are numerous. However, for our purposes only eleven have been selected to be implemented in our comprehensive and sequential social studies program, kindergarten through the twelfth grade. They are as follows:

1. Noting Similarities and Differences
2. Classifying
3. Drawing Inferences
4. Generalizing
5. Hypothesizing
6. Distinguishing Between Facts and Opinions
7. Identifying Needed Evidence
8. Recognizing Biased Statements
9. Asking Useful Questions
10. Distinguishing Between Primary and Secondary Sources
11. Evaluating Sources of Information.

On the following page is a flow chart which identifies the particular grade in which a skill is to be introduced, the grades in which the skill is reinforced, and finally the grade in which mastery should be expected.

FLOW CHART

	K	1	2	3	4	5	6	7	8	9	10	11	12
Noting Similarities and Differences	*	---	---	---	---	---	---	---	---	---	---	/	
Classifying	*	---	---	---	---	---	---	---	---	---	---	/	
Drawing Inferences	*	---	---	---	---	---	---	---	---	---	---	/	
Generalizing	*	---	---	---	---	---	---	---	---	---	---	/	
Hypothesizing		*	---	---	---	---	---	---	---	---	---	/	
Distinguishing Between Facts and Opinions					*	---	---	---	---	---	---	/	
Identifying Needed Evidence								*	---	---	---	/	
Recognizing Biased Statements								*	---	---	---	/	
Asking Useful Questions								*	---	---	---	/	
Distinguishing Between Primary and Secondary Sources								*	---	---	---	/	
Evaluating Sources of Information								*	---	---	---	/	

* Grade at which skill is introduced
--- Grades through which skill is developed and reinforced systematically
/ Grade at which mastery should be expected

NOTING SIMILARITIES AND DIFFERENCES

(Comparing)

Skill Description:

Students at all levels should be provided with sufficient opportunities to note likelinesses and differences. Initially, it is common practice to focus on differences. It would appear that what makes the difference is what really counts. Few of us observe the numerous similarities of objects which exist. When we ask them to contrast, we are asking for differences only. The kind of comparisons we attempt to elicit will depend on a variety of factors, namely, the age, grade level, and maturity of the student, as well as the nature of the task at hand. In the earlier grades, comparison may involve concrete objects; in the later grades, abstractions.

Examples:

1. Compare the two animals pictured below

Monkeys and Elephants

Similarities:

(1) Both are animals
(2) Both are mammals
(3) Both have hair on body
(4) Both have eyes, nose, mouth, and tails
(5) Both can be found in Africa and Asia

Differences:

Monkey	Elephant
(1) Can use front paws for manipulation	(1) Cannot use front feet for manipulation

Differences (con't)

Monkey	Elephant
(2) Can use fingers	(2) Cannot use toes
(3) Swings by tail	(3) Cannot swing by tail
(4) Moves quickly and freely	(4) Moves in a cumbersome way
(5) Is smaller than an elephant	(5) Is larger than a monkey
(6) Cannot lift large logs	(6) Can lift large logs
(7) Has no trunk	(7) Has a long trunk

If you were comparing a monkey with an elephant, perhaps you would have thought of other items to list instead of, or in addition to, those in this example. YOU are the one to decide what you will include in your comparison.

2. Compare the political climate, for the introduction of new economic solutions to the Great Depression, at the beginning of Hoover's presidency with the political climate four years later when F.D.R. assumed the presidency.

ADDITIONAL INFORMATION FOR TEACHERS

Making comparisons is a way of determing similarities and differences. You can look for similarities and differences in physical objects. Look at the figures below:

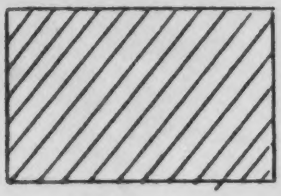
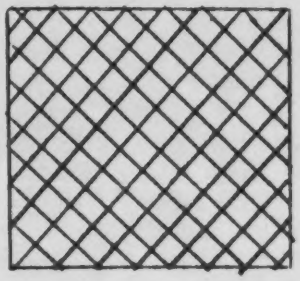
Figure A 

Figure B 

How are these figures similar - how are they different - how do you know? Both figures are generally the same shape, rectangular. However, figure B looks larger than figure A. If you wanted to compare their sizes, it might help to use a tool, in this case a ruler. If you wanted to compare the weight of figure A with the weight of figure B, you might use a different tool, possibly a scale. Whether it be size or weight or anything else, to make a sound comparison, the first thing you need to do is determine what you want to compare.

Just as rulers and scales are tools for making comparisons of physical objects, concepts are tools for making comparisons in political life. Because they help in identifying categories of objects, types of behaviors, and sequences of events, concepts help people to clearly identify what they want to compare.

If you want to compare weights, you could use a scale. If you want to compare what people value in two different political systems, you could use the concept political resource.

If you want to compare the sizes of a variety of objects, you could use a ruler. If you want to compare the way resources are distributed in political systems, you could use the concept political activity.

Look at the political systems mentioned below and the list of tools you could use to compare them. Which tool would you use to make a comparison about political life in a high school, a city government, and a labor union? Place a check beside the most useful tool.

1. a tape recorder
2. a set of pencils
3. a camera
4. the concept leadership
5. a pair of binoculars

Using a tape recorder, you could collect random sounds from each political system. Using a camera you could collect random pictures. Using a pencil you could make frequent notes. Using binoculars you could get random glimpses of life in the systems. But what would you record or take pictures of or make notes about or look at? The concept leadership clearly defines for you what you would look for in each system. How people lead becomes the focus of the comparison. Using the concept helps you meet the first requirement of making a sound comparison.

1. Determine what you want to compare.

Looking for comparable things represents the second requirement of making a good comparison. It would not make much sense to compare the distribution of political activities in another system. It would tell you only how resources are distributed in one system and how activities are distributed in another. You would be unable to say anything more than that. However, if you wanted to compare the distribution of political resources in the United States with the distribution of political resources in OPEC, you would learn a great deal about these political systems. You would probably find that in OPEC resources are distributed more equally than they are in the United States.

Look at the following statements. According to the two criteria you have seen so far, place a check beneath the statements which are good comparisons.

1. There is more communication in OPEC than in Chicago.

☐ good comparison ☐ not a good comparison

2. The school system of Darbyville is experiencing conflict and the political system on Contown is experiencing change.

☐ good comparison ☐ not a good comparison

3. Trees are taller than a lot of other things.

☐ good comparison ☐ not a good comparison

4. There are more words in the dictionary than there are students in this class.

☐ good comparison ☐ not a good comparison

5. Political resources are more equally distributed in a participant system than in an elite system.

☐ good comparison ☐ not a good comparison

In addition to identifying similarities and differences, making comparisons also involves determining the significance of the similarities and differences. Some comparisons take on more significance than others. For example, at Elton High School in the late 1960's, political resources were equally distributed amony three groups: the administration, the faculty, and the students. In 1970, Elton acquired a new principal and she began to tightly control the distribution of political resources in the school. The significance of this difference is that the principal changed the resource distribution in the system. The system became much less coalitional and more elite.

Look at the comparison below. Beside it, write a few sentences describing its significance.

1. At Rather High School, the administration controls far fewer political resources and activities than the administration at Megin High School.

   Significance: _____
   _____
   _____

As you return to your text and practice making comparisons, remember to do these things:

1. Determine what you want to compare (use concepts as guides).
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

Activity 1

INSTRUCTIONAL OBJECTIVES

As a result of working with this exercise, students will be able:

1. to apply the three criteria for making good comparisons by asking good questions of comparison and making good statements of comparison. Students can demonstrate achievement of this objective by their responses to the items in this exercise.

INSTRUCTIONAL PROCEDURES

As you work with this exercise, it will be helpful to refer to the following criteria for making sound comparisons.

1. Determine what you want to compare (use concepts as guides).
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

Be certain to give each student a copy of this exercise. You will find a copy of it following these remarks.

1. Ask students to read through the exercise once, not responding to the items which call for writing.
2. After students have finished their reading, ask them to go back through the exercise responding to the items about Ash High School. Allow about 10 minutes for this activity.
3. You should then hold a class discussion about the questions and statements students wrote. Call on several students and ask them to read the questions or statements they wrote. Then, discuss them with the students in terms of the three criteria for making a good comparison. A few examples of comparisons follow:

   a. More people participated in political life at Ash in 1965 than in 1975.
   b. Were organizational skills more equally distributed in 1965 than in 1975?
   c. Communication was more open at Ash in 1965 than it is is 1975.

   The significance of these comparisons is that they show Ash has experienced political development. It has moved from a primarily participant system to a primarily elite system.

4. After you have discussed comparisons which students wrote, have them apply what they have learned about stating comparisons. Ask them to read the descriptions of Smithville and Jonesport and to write two statements of comparison about the systems.

5. Debrief these statements just as you did those about Ash High School.

Activity 1: Student Copy

Making comparisons helps to distinguish similarities and differences in political life. People make comparisons by asking questions and by making statements. This short exercise presents two descriptions, one of Ash High School in 1965 and one of Ash High School in 1975. Read them carefully, looking for the similarities and differences in the two political systems. After you finish, write two questions and two statements which would be helpful for comparing political life in the two systems. As you read the scenarios and write the questions, think about the three criteria for making good comparisons.

1. Determine what you want to compare.
2. Make sure the objects or events you compare are comaprable.
3. Determine the significance of the comparisons you make.

Description of Ash High School In 1965	Description of Ash High School In 1975
1. has many flowers decorating the halls	1. has few flowers decorating the halls
2. students have as much status as teachers	2. teachers have more status than students
3. an all-school council makes most decisions for the school	3. the principal and a few assistants make most decisions for the school
4. teachers, administrators, and students talk regularly and openly	4. teachers rarely talk to students and aministrators rarely talk to teachers
5. the all-school council controls most of the money in the school	5. the principal and a few assistants control most of the money in the school.
6. many people in the school have the ability to organize group activities	6. few people besides the principal and a few assistants are much good at organizing anything
7. students have authority to make decisions about when to go to the washroom. They are allowed to decide little else	7. the principal and a few administrators have the authority to make decisions about anything in the school
8. the school smells pleasant because of the flowers in the halls	8. the school does not smell very nice at all

In the spaces below, write two statements of comparison and two questions of comparison. Describe the significance of each.

STATEMENT 1

SIGNIFICANCE

STATEMENT 2

SIGNIFICANCE

QUESTION 1

SIGNIFICANCE

QUESTION 2

SIGNIFICANCE

Do your comparisons meet the three rules of making good comparisons? In writing each statement or question did you:

1. Determine what you wanted to compare?
2. Make sure the objects or events you compared were comparable?
3. Determine the significance of the comparisons you made?

After you have discussed the two statements and two questions of comparison you made about Ash High School, look at the two columns below. The column on the left contains characteristics of the political system of Smithville. The column on the right contains characteristics of the political system of Jonesport. Study them carefully looking for similarities in the two political systems. Then, in the space provided write two statements which would be helpful in comparing the two systems.

Description of Smithville	Description of Jonesport
The mayor makes all the decisions in town.	There is no mayor. The town council makes decisions only after unanimous agreement of its members.
Few people participate in political life.	Many people participate in political life.
The mayor controls most political resources.	Political resources are shared equally by members of the town council and by the citizens of Jonesport.

In the space below, write two statements of comparison. Describe the significance of each one.

STATEMENT 1

_____

_____

_____

SIGNIFICANCE

_____

_____

_____

STATEMENT 2

_____

_____

_____

SIGNIFICANCE

_____

_____

_____

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Question 2

_____

_____

_____

Significance

_____

_____

_____

Do your comparisons meet the three rules of making good comparisons? In writing each statement or question did you:

1. Determine what you wanted to compare?
2. Make sure the objects or events you compared were comparable?
3. Determine the significance of the comparisons you made?

After you have discussed the two statements and two questions of comparison you made about Ash High School, look at the two columns below. The column on the left contains characteristics of the political system of Smithville. The column on the right contains characteristics of the political system of Jonesport. Study them carefully looking for similarities in the two political systems. Then, in the space provided write two statements which would be helpful in comparing the two systems.

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Few people participate in political life.	Many people participate in political life.
The mayor controls most political resources.	Political resources are shared equally by members of the town council and by citizens of Jonesport.

In the space on the next page, write two statements of comparison. Describe the significance of each one.

Statement 1

Significance

Statement 2

Significance

CLASSIFYING

Skill Description:

"To classify is to assign names and arrange the data. It is a process of sorting to suit a particular purpose. Classification is putting data into groups. Each member of a group has one or more characteristics in common. Therefore, one can identify and place like things in certain categories or classes. Classification normally goes on throughout the inquiry process."*

Classification is used extensively in our lives. Evidence of classification can be found in the supermarkets, in our places of work, as well as in our homes. And frequently items which we find classified, can be grouped in many different ways depending on the purpose for the classification.

Example:

Group the following words into as many different classifications as possible:

cat	elephant	sheep
shark	turkey	robin
tuna	trout	tuna
lion	bass	pike
dog	eagle	bluebird

Possible categories might be as follows: animals that fly, animals that live in water, etc.

*Taken from Teaching Social Studies Skills, by June R. Chapin and Richard E. Gross, Little, Brown & Co., Boston, 1973, page 191.

DRAWING INFERENCES

Skill Description

In understanding the significance of spoken or written statements it is frequently necessary to be able to grasp implications or inferences which may not be stated directly. Thus the whole matter of grasping the meaning of statements beyond the actual facts presented is a very important skill or ability in considering material in the field of the social sciences, as well as in other fields. The process is closely akin to general reasoning processes followed in the study of logic, but, of course, has implications to learning in the social studies.

It is important for pupils to learn the limitations of a passage as well as the inferences which may properly be drawn from it. For that reason, several of the numbered statements on the next page go beyond the information provided in the passage to the extent that they are not warranted as inferences. Practice with exercises of this type will aid in developing in pupils the ability to draw conclusions or recognize correct inferences and also to recognize statements which are unwarranted as inferences from the data provided.

Inference: "A truth or proposition drawn from another which is admitted or supposed to be true; a conclusion; a deduction" (Unabridged Dictionary).

Examples

I. Directions: Assuming that the information in the paragraph following is true, it is possible to establish other facts using the ones in this paragraph as a basis for the reasoning. This is called drawing inferences. There is, of course, a limit to the number or kinds of facts which may be properly inferred from any statement.

By writing the proper symbol in the space provided, indicate that a statement is True if it may be properly inferred from the information given in the paragraph. Indicate that it is Untrue, if the information given in the paragraph implies that it is false. Indicate that No Inference can be drawn if the statement cannot be inferred one way or the other. Use only the information given in the paragraph as a basis for your responses.

Use the following symbols in writing your answers:

T - if the statement may be inferred as TRUE
F - if the statement may be inferred as UNTRUE
N - if No Inference can be drawn about it from the paragraph.

By the close of the thirteenth century there were several famous universities established in Europe, though, of course, they were very different from modern ones. One of the earliest to be founded was one of the most widely known. This was the University of Bologna, where students from all countries came who wished to have the best training in studying Roman Law. Students especially interested in phil-

osophy and theology went to the University of Paris. Those who wished to study medicine went to the Universities of Montpelier or Salerno.

_____ 1. There were lawsuits between people occasionally in those days.

_____ 2. The professors were poorly paid.

_____ 3. In the Middle Ages people were not interested in getting an education.

_____ 4. There were books in Europe at that time.

_____ 5. Most of the teaching in these medieval universities was very poor.

_____ 6. There was no place where students could go to study.

_____ 7. There were no doctors in Europe at this time.

_____ 8. There was no way to travel during the Middle Ages.

_____ 9. If a student wanted to be a priest, he would probably attend the University of Paris.

_____ 10. There were no universities in Europe before the thirteenth century.

_____ 11. There was only one language in Europe at this time.

DRAWING INFERENCES

Levels: Eleven & Twelve

Source: The People Make A Nation

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 Given writings by Heyward, Douglass, and Olmstead about slavery, the students will be able to infer the values each man held about slavery and freedom. (Pages 267-270)

Objective #2 After reading an excerpt from Henry DeMarest Lloyd's article, "Story of a Great Monopoly," the students will be able to infer his position toward monopoly. (Pages 396-397)

Objective #3 After listening to the song "Everyday People," the students will be able to draw inferences about the changes our soeicty has undergone since the 1960's. (Page 689)

Sample Evaluation Items

#1 In 1839, Slavery As It Is by Theodore Weld was published. On the next page is a copy of an index page from the book. What inferences can be drawn about the way slaves were treated? Present your answer in essay form.

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" animated cruelty, 108
" auctioneering, 167
" aversion of to their oppressors, 116
" backs of, putrid 13
" blind, 133
" books of searched for, 51
" branded, 77, 108
" brutality to, 148
" burial of, 48
" carded, 46
" cat-hauling of, 21, 88
" comfort of disregarded, 55, 56
" dead, 133
" dead or alive, 21, 23
" deformed, 133
" deprived of every safeguard of the law, 116
" described, 110
" deceased, 133
" dread to be sold for the South, 15
" dumb, 133
" dying, 45
" evidence of against white persons null, 12, 71
" exchanged, 168
" exported from Virginia, 192
" fear their only motive, 108
" feasted and flogged, 87
" hired, 133
" idiots, 133
" incorrigible, 133
" infant, 108
" in the stocks, 9
" " U. S., treatment of, 133
" lunatics, 77, 133
" maimed, 110
" merchandize, 139
" multiply, 29
" murdered by cotton-seed, 37
" " overwork, 34, 93
" " piece-meal, 37
" " starvation, 39
" " every seven years, 46, 97, 100
" " frequently, 91, 92, 96, 97, 100, 102
" " with impunity, 21, 46, 47, 50, 54, 19, 40, 41, 47
" naked, 46
" not treated as human beings, 133
" old, 156
" outlawed, 35
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" sale of, 110
" stock, 44
" surgeons of, 14
" taking medicine, 56
" tantalized, 13, 14, 28, 29, 35, 105
" starvation of, 13, 20, 22, 83
" teeth of knocked out, 90
" tied up all night, 101
" toe cut off, 145
" torments of, 69, 70, 72
" travelling in drove, 15
" treated worse as they are farther South, 49
" treatment of by Christians, 133, 137
" under overseers, 87
" watching of, 95
" without redress, 43
" working animals, 110
" worn out, 133
" worse treated than brutes, 111, 112
" wounded by gun-shot, 77
Slave testimony excluded, 149
" torturing hypocrite, 22
" trade with Africa, 8
" trading, 49, 97
" " honorable, 174
" traffic, 97, 107
Slave Murderers, 21, 26, 29, 46 50, 54, 91, 92, 93, 96, 97, 100, 101, 108, 157, 158, 159, 161, 173, 177, 179, 181.
Slave plantation, 11, 24, 25, 29, 38, 41, 42, 44, 45, 46, 53, 68, 70, 71, 72, 75, 76, 84, 85, 86, 98, 98, 99, 102, 105, 106, 207, 114, 174.
Slave usage contrasted with that of animals, 119
Slave whipping, 20, 25, 26, 27, 51, 59, 98, 106
Slave yokes, 74
Whipped 26, 47, 50, 70, 85, 98, 100
Whipped and burnt 26, 86, 92
Whipped to death 26, 50, 64, 67, 70, 72, 87, 90
Slaves, treatment of 9
Slave trade, 139, 140, 182, 184
Sleeping in clothes, 19
Slitting of ears, 23
Smoothing iron on girl's backs, 68
Sophistry of slaveholders, 9
South Carolina, laws of 40, 116
" " medical college, 169
Southern dogs and horses, 19
Spartan slavery, 8
Speece, Rev. Conrad, opposed to emancipation, 52
Spirit of laws, 181
Springfield, S. C. 23
Starvation of a female slave, 23
" " slaves, 102
Statement of a physician, 104
State, abuse of power in 115
Stealing of freemen, 168
Stevenson, Andrew, letter by 182
St. Helena, S. C. 25
Stillman's, Dr. medical infirmary at Charleston, 171
Stocks for slaves, 11, 108, 175
" Stock without shelter," 71
" Subject of prayer," 54
Suffering of slaves, 57, 102, 105
" " " by hunger, 98, 105
" " " drives to despair and suicide, 102
Sugar-planters, 38
Suicide of slaves, 102
Suit for a dead slave, 178
" " " murdered slave, 71, 168
Sunday morning in Kentucky, 168
Surgeon of slaves, 44
Surgery at Charleston, 170
" Susceptibility of pain," 109

T

Tanner's oil poured on a slave 27
Tantalising of slaves 56
Tappan Arthur 47
Tarring of slaves 27
Taskwork of slaves 19
Teeth knocked out 13, 20, 83
Tender regard of slaveholders for slave 7, 8
Tennessee 209

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#2 After analyzing the cartoon below, what inferences can you draw about John D. Rockefeller's position on monopoly.

"THE AMERICAN BEAUTY ROSE CAN BE PRODUCED IN ALL ITS SPLENDOR ONLY BY SACRIFICING THE EARLY BUDS THAT GROW UP AROUND IT."—John D. Rockefeller, Jr.

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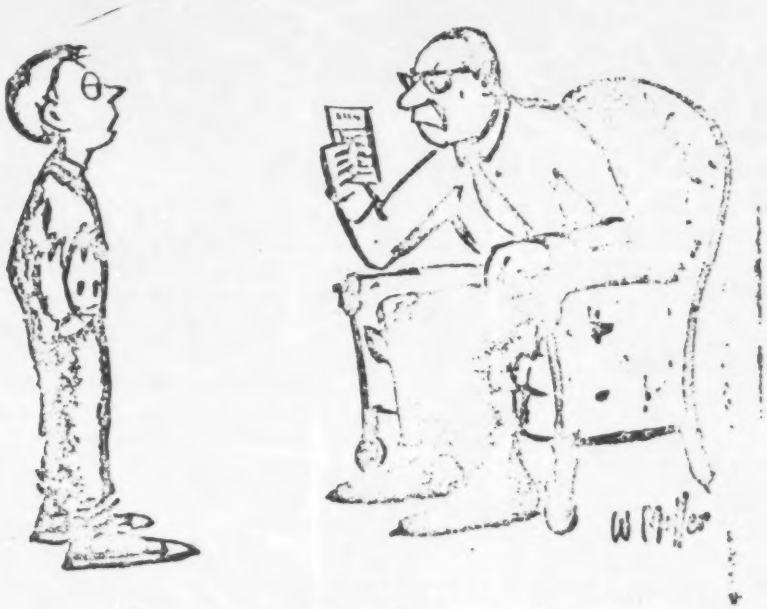
#3 Cartoons can often be used to express the social and political climate in a country. Analyze the cartoons below. What inferences can you draw about the social and political climate in the U.S. in the 1960's?



"I guess I've been worrying about the Bomb."

© 1965, The New Yorker Magazine, Inc.

"Please, lady, you're making it very difficult!"

© 1963, The New Yorker Magazine, Inc.

"Well, son, now that you've found yourself, who are you?"

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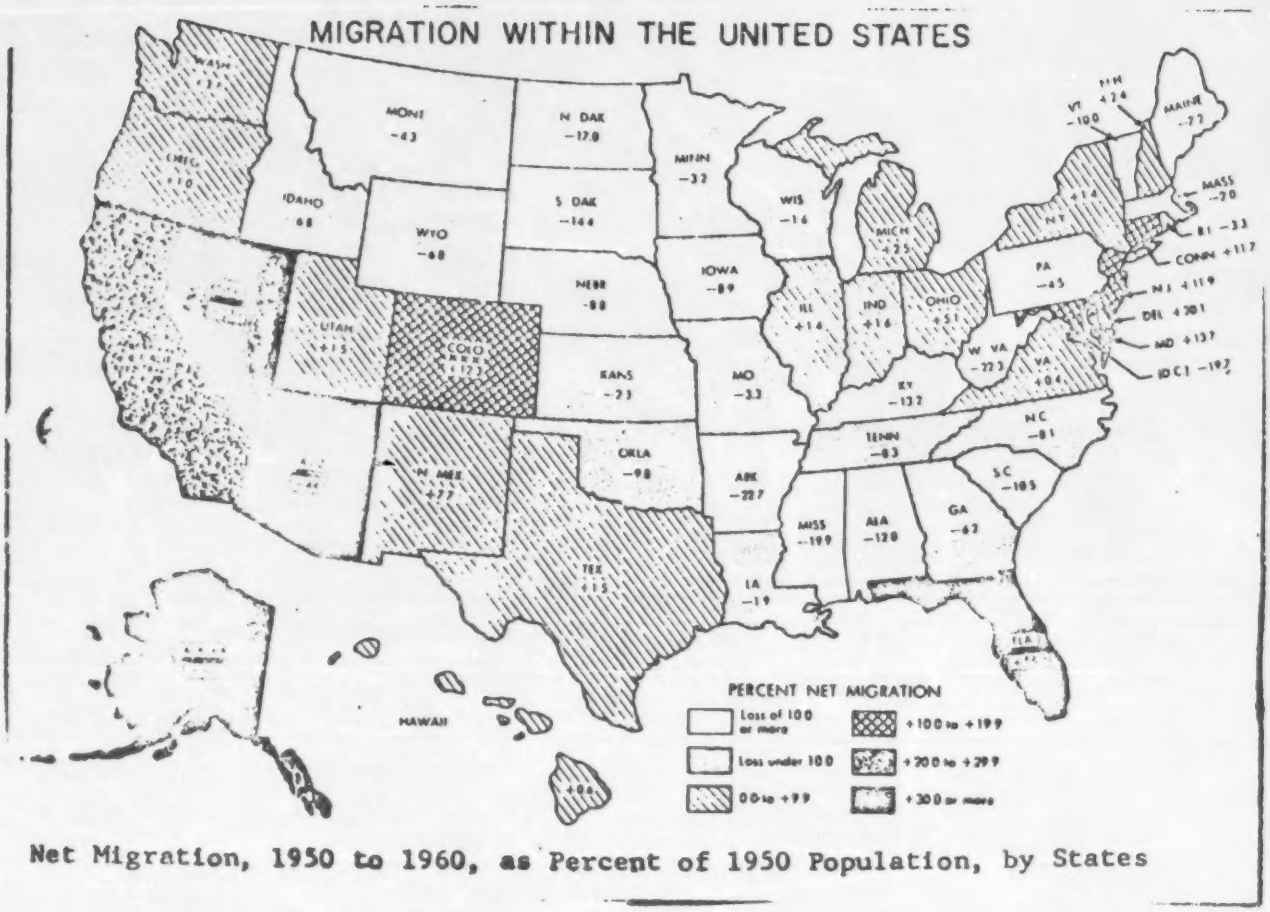
DRAWING INFERENCES

Evaluation Items

#1



Net Migration, 1950 to 1960, as Percent of 1950 Population, by States

Which inference concerning family life can best be made from the information on the map?

(a) The family will regain the status it had in the early 1900's.
(b) Families will be separated by greater distances.
(c) Families will include fewer children.
(d) People will marry and have children at a younger age.

(Grades 11-12)

#2

Directions: By writing the proper symbol in the space provided, indicate that a statement is True, if it may be properly inferred from the information given in the paragraph. Indicate that it is Untrue, if the information given in the paragraph implies that it is false. Indicate that No Inference can be drawn if the statement cannot be inferred one way or the other. Use only the information given in the paragraph as a basis for your responses.

Use the following symbols in writing your answers:

T - if the statement may be inferred as TRUE
F - if the statement may be inferred as UNTRUE
N - if No Inference can be drawn about it from the paragraph.

The correct marriage among the Veddas of Ceylon is for a man to marry his father's sister's daughter. The children of two brothers or of two sisters cannot marry, since such a marriage would be considered very improper. When seeking a bride, the man goes to his future father-in-law with a present of dried deer flesh, grain, honey, or yams tied to his unstrung bow. The marriage ceremony is very simple but appears to be absolutely binding, since cases of divorce or separation are almost entirely unknown. The women are jealously guarded by the men, who do not allow traders or other strangers to see them. (Abridged from C.G. and B.Z. Seligmann, The Veddas, 1911, p. 88 and 96.)

_____ 1. Family or kinship ties are very strong among the Veddas
_____ 2. The force of custom is respected by these people.
_____ 3. The Veddas are in a primitive state of civilization.
_____ 4. Marriages between second cousins are forbidden.
_____ 5. They do not understand the use of weapons.
_____ 6. The Veddas are very superstitious, and worship the forces of nature.
_____ 7. It is easy for explorers to get photographs of Vedda men, women, and children.
_____ 8. If the children of two sisters were to marry, they would be punished by death.

#3

Directions: The same as for Mastery Evaluation Item #2.

(Starting with the Spanish-American War of 1898, and continuing through the 1920's, America became involved militarily, politically, and economically in the affairs of many Latin American Republics. The immediate pretext for intervening militarily in Cuba in 1898 was the sinking of the battleship Main in Havana Harbor. Though no one ever proved that the Spanish were responsible for this deed, the American people were willing to believe that it was so, owing to the long campaign that the Hearst and Pulitzer newspapers had carried on since 1895 against Spanish atrocities in Cuba. Americans sympathized with the struggling "underdog" Cubans who wanted independence. Another factor was the economic depression in the United States in the 1890's; many businessmen felt the stern necessity of attaining new markets abroad to supply an outlet for the manufactured goods of which, for the first time in her history, America was producing a surplus. Albert J. Beveridge, one of the foremost proponents of American expansion abroad, spoke for many in 1891: "American factories are making more than the American people can use. American soil is producing more than they can consume. Fate has written our policy for us; the trade of the world must and shall be ours."

_____ 1. The Spanish-American War was a popular war in the United States.

_____ 2. In 1898 Spain was determined to maintain her role in Latin America.

_____ 3. The American news media played an insignificant role in bringing about the war.

_____ 4. Economic forces in the United States were pressuring the government to go to war.

_____ 5. Only a few individuals died during the sinking of the Maine.

_____ 6. Few Americans read newspapers in the 1890's.

_____ 7. Americans at this time desired to cut themselves off from foreign affairs.

#4

Which inference can be drawn from a study of the fictional telephone entries listed below?

Schine David S 201 Quagmire Pl----------731-4900
Schmidt Karla 22 Primrose Ln----------211-2381
Schultz Frederick M 1 Tulip Ave----------211-9137
Serafino Dominic A 779 Washington St----------688-3275
Sermrov Svetlana 1014 Adams St----------688-9878
Severino Anthony Bldg J Luxury Apts----------731-8731
Shang Ha J 894 Lincoln Ave----------688-8112
Siegel J Livingston 1581 Beach Blvd----------984-7481
Smith Andrew J 62 Fern Ave----------211-7792
Smith Roosevelt N 394 Jackson St----------688-9128
Smits Jan P Apt 4-413 FDR Dr----------984-7481
Smolinski Stephen S 582 Taylor----------688-1122
Smultz F K 2183 JFK Dr----------731-8192
Sninchak George P 744 Adams St----------688-7187
Snyder Henry B Country Rd----------544-8900
Soong Thomas L 413 Heavenly Gdns----------984-1238

1. Several different ethnic groups live in the city.

2. Most people have lived in this city for many years.

3. There are more poor people than rich people in this city.

4. This city is well integrated.

GENERALIZING

Skill Description

A generalization is an understanding of a relationship between or among concepts. It is a means of linking ideas and concepts into a working relationship. Understandings called inferences, hypotheses, conclusions and principles are defined as generalizations. The relationship asserted by the phrase, "Land, labor, and capital are used in all production," is an example of a generalization. This phrase involves the separate concepts of land, labor, production, capital, and goods, and combines these concepts to form the generalization that some concepts are included in production of goods.

To clarify further the meaning of generalizations the following definitions are given:

1. A generalization has a relationship between concepts.

2. A generalization applies to whole categories, and asserts that something is true of some or all factors.

3. A generalization is a higher level fo thinking than component concepts. It involves the meanings of the concepts but it makes its own meaning as the understanding of the concepts.

4. A generalization is based upon inference. It is derived from reasoning or suggestion, and it extends the scope of knowledge beyond observable data.

5. A generalization can be judged for truth and validity, which can be tests. If people agree on the meanings examining appropriate evidence, it can be tested by the methods of reasoning or inquiry.

6. The generalization is a body of the understanding not verbalization, and is shown by overt behavior resulting from internal comprehension.

*Beyer P106-7

*Refer to Note in I-2

ACTIVITY 1

This exercise introduces the idea of generalization. A generalization is a statement which applies to more than one situation. Look at the following statement:

"Many Americans are healthy people."

The statement is an example of a generalization. Certainly, some Americans are healthy people. However, many Americans suffer from a variety of health problems, from frequent common colds to serious diseases. This generalization is applicable to only some Americans.

Read the following statement:

"Many people live until they reach 100."

This statement is also a generalization. However, it applies to only a few people. Which of the two generalizations presented is more reliable?

_____

_____

Why?

_____

_____

Knowing that "many Americans are healthy" is a more valuable generalization because it applies to more people than "many people live until they reach 100." As you identify and use generalizations, remember that the more instances in which a generalization applies, the more valuable it is. Look at the two sets of generalizations below. Check the most valuable generalization in each pair.

1. A. "All leaders make decisions."
   B. "All people under age 5 can read."

2. A. "Many children play the violin."
   B. "Most businesses make a profit."

In addition to being applicable to many situations, useful generalizations must must be clearly and precisely stated. If a generalization contains confusing or unexplained terms, it may not be very useful. Look at the two pairs of generalizations which appear below. In each pair check the generalization which is most clearly stated.

3. A. "Most city councils are lazy."
   B. "Most fish can be eaten."

4. A. "Most businessmen wear ties."
   B. "Most bankers take a long lunch hour."

While a generalization can be valuable itself, it takes on even more value if you can relate it to another generalization. Look at the following two generalizations.

5. A. "Most leaders in a political system have the most status."
B. "Most leaders in a political system have the most wealth."

While they represent two independent generalizations, they can be combined to suggest an important idea. For example, status and wealth lead to concentrations of power in a political system. This is an important statement by combining two generalizations.

Look at the following two generalizations:

6. A. "Most parents in families have the most authority."
B. "Most parents in families control the flow of money in the family."

As you work with generalizations throughout the Political Issues course, remember the criteria for using generalizations.

1. The more instances in which a generalization applies, the more valuable it is.

2. Generalizations must be clearly and precisely stated.

3. If possible use a generalization which can be related to another.

ACTIVITY 2

Instructional Objectives

As a result of working with this exercise, students will be able:

1. to apply the criteria for making useful genrealizations by determining which one of two generalizations is more useful. Students can indicate achievement of this objective by their responses to items 1-8.

Instructional Procedures

Pass out a copy of the exercise to each student in the class. You will find a copy following these instructions. Ask the students to read through the exercise and to respond to the items. Then, use the items to organize a class discussion. Questions and typical answers follow.

1. Which generalization in item 1 is more useful?

   B is more useful because A is not clearly stated

2. Which generalization in number 2 is more useful?

   B is more useful because it applies to more situations than A

3. Which generalization in number 3 is more useful?

   A is more useful than B because it applies to more situations. Also the term "crooked" makes item B unclear.

4. Which generalization in number 4 is more useful?

   A is more useful because it applies to more people than B

5. Which generalization in number 5 is more useful?

   B is more useful because it applies to more people than A

6. Which generalization in number 6 is more useful?

   A is more useful because it applies to more people than B

7. Which generalization in number 7 is more useful?

   B is more useful than A because it is stated more clearly than A

8. How can you relate the two generalizations in number 8?

   They can be related to from the conclusion that in most high schools the administration holds most of the power.

ACTIVITY 2

Student Copy

In this short exercise you will be asked to apply the criteria for using generalizations. Below you will find eight pairs of generalizations. Read through the first four, checking the more useful generalization. Explain your choice in terms of the three criteria for using generalizations. Then discuss your choices with the other members of the class. After you have completed the class discussion, go through the next four pairs of generalizations, choosing the more valuable one of each pair and explaining your answer.

1. A. "Most nice students get straight A's."
   B. "People need to eat food or they will starve."

Explain your choice:

_____

_____

_____

2. A. "Most people are sick."
   B. "There is very little smog throughout the central United States."

Explain your choice:

_____

_____

_____

3. A. "Most homes keep out the rain."
   B. "All politicians are crooked."

Explain your choice:

_____

_____

_____

4. A. "In the United States most people under the age of 16 attend school."
   B. "All citizens of Ohio like to eat corn."

Explain your choice:

Before completing the next four pairs, discuss your work with the class. When you have finished go on to number 5.

5. A. "All women are politicians."
   B. "Some women are politicians."

Explain your answer:

6. A. "People with broken legs can't walk well."
   B. "All people from Mexico can speak English."

Explain your answer:

7. A. "City councils are lazy."
   B. "City councils work with mayors."

Explain your answer:

8. Think about how these two generalizations can be related.

   A. "In many high schools, the administration makes most of the decisions."
   B. "In most high schools, the administration controls most of the money."

How can you relate these generalizations to make a statement?

Activity 3

Instructional Objectives

As a result of working with this exercise, students will be able:

1. to apply the criteria for making useful generalizations by determining the most useful generalizations from among several. Students can indicate achievement of this objective by their responses to items 1-4.

2. to apply the criteria for making useful generalizations by suggesting two generalizations of their own. Students can indicate achievement of this objective by their responses to items 5 and 6.

Pass out a copy of the exercise to each student. You will find a copy following these instructions.

Divide the class into groups of 5 or 6 and ask them to read through the first two items, responding in writing. Use the two items to organize a class disucsion.

1. Which generalization in number 1 is most useful?

   C is the best generalization. A is unclear because of the word "good." B applies to fewer situations than C.

2. Which generalization in number 2 is most useful?

   B is the most useful. A is unclear because of term "good." C applies to fewer situations than B.

After you have completed the class discussion, ask students to work in their groups to finish the exercise, responding to all items in writing. Use items 3-6 to organize another class discussion.

3. Which generalization in number 3 is most useful?

   C is most valuable because it applies to more situations than either A or B.

4. Which generalization in number 4 is most useful?

   C is most valuable because it applies to more situations than either A or B.

5. What are two generalizations about political life in the United States?

   Be certain that the generalizations the groups formulate contain the criteria for making a useful generalization. Sample generalizations follow.

   - The President makes many foreign policy decisions.
   - Many Americans respect the Constitution.
   - In most cities the mayor is the chief executive.

ACTIVITY 3

Student Copy

In other lessons on generalizations, you have been asked to identify the criteria for using generalizations and to choose more useful generalizations from less useful ones. This lesson builds on your skill in using generalizations. It will present several sets of three good generalizations. You will be asked to choose the best generalization and to explain your answer in terms of the criteria for using generalizations. Read the first two sets of generalizations and check the most useful generalization in each set. After you have completed your work, the class will discuss its answers. Following the class discussion complete items 3 and 4.

1. A. "All Americans are good people."
   B. "Animals are loved by humans."
   C. "Wearing eyeglasses helps to correct vision."

   Explain your choice:

   _____

   _____

   _____

2. A. "Good glue will hold almost anything together."
   B. "Prices on all items have increased in the past two years."
   C. "Most students get F's in school."

   Explain your choice:

   _____

   _____

   _____

Before going on to items 3 and 4, discuss your group's responses to items 1 and 2. You should appoint a member of your group to report the group's answers to the class. After the class discussion, apply what you have learned by completing the following two items. Together with the other members of your group, check the most useful generalization. Explain your responses.

3. A. "Everyday all parts of the earth receive light from the sun."
   B. "Most books are less than 25 pages."
   C. "Many people sleep in beds."

   Explain your choice:

   _____

   _____

   _____

4. A. "Everything that lives in the sea can breathe underwater."
   B. "All smart people can read."
   C. "Many homes are built to last for more than five years."

   Explain your choice:

   _____

   _____

   _____

5. In the space below state two useful generalizations about political life in the United States.

   A. _____

   _____

   B. _____

   _____

GENERALIZING

Activity 1

Below is a collection of paired phrases about urban living.

(1) Respect for civic law
Freedom to do exactly what I want

(2) A city that's easy to walk around
A city that's easy to drive around

(3) Varied neighborhoods
Neighbors who are just like me

(4) Cleaner, faster subways and buses
Lower bus and subway fares

(5) Immediate end to air pollution
More power stations

(6) Lower rents
A fair break for landlords

(7) More jobs for city dwellers
No commercial zoning near dwellings

(8) No parades disrupting traffic flow
More parades promoting civic pride.

State a valid generalization based on all eight pairs of phrases.

Activity 2

During your social studies courses, the following generalizations may have been discussed:

a) The development of technology has improved the quality of human life.
b) The diversity of the people in a nation contributes to its development.
c) In order to survive a government must maintain a balance between individual freedom and social order.
d) There is greater creativity in the arts and sciences when a nation is troubled or struggling than when it is contented.
   (1) For two of the generalizations above, show the extent to which the generalizations are or are not supported by a study of the development of the United States.
   (2) Show the extent to which one of the generalizations discussed in (1) is or is not supported by a study of one other nation besides the United States.

Activity 3

The chart below gives some statistics about the status of men and women in the United States.

	Men	Women
Percent of population	49	51
Percent of jobs held	63	37
Median salary (white)	$7,870	$4,580
Percent of doctors	93	7
Percent of lawyers	97	3
Percent of engineers	99	1
Percent of elementary teachers	10	90
Percent of elementary principals	80	20
Number of Senators	99	1
Number of Representatives	425	10
Number of presiding judges	8,450	300

From TIME, The Weekly Newsmagazine; Copyright Time, Inc. 1970

(a) Using only the information presented in the chart, what would be the best general statement that you could make concerning the relative status of somen in the United States today?

(b) Discuss other information which you already possess that supports or modifies this generalization.

(c) In order to support or revise the generalization you stated in a, what additional statistics or information would you need?

(d) What sources or methods would you use to obtain this additional information?

Activity 4

The chart on the next page gives some information about social classes in the American Colonies in 1775.

COLONIAL SOCIAL CLASSES, 1775

Class	Makeup	Voting Voting Rights
ARISTOCRACY	Large landholders Public officials Wealthy merchants Leading ministers, doctors, lawyers, and other professionals	Voted (males only)
MIDDLE CLASS	Small landholders Skilled workers Overseers Tavern keepers Small merchants	Voted (males only)
LOWER CLASS	Very small or landless farmers Unskilled workers	Not enough property to vote
UNFREE WHITES	Servants Convicts	Not allowed to vote
BLACK SLAVES	House servants Field servants	Not allowed to vote

Based on the development of voting rights from 1775 to the present, draw a generalization concerning the relationship of voting rights to either social class or the means used by groups to achieve voting rights.

HYPOTHESIZING

Skill Description

Hypothesizing is a process of inquiry growing out of attitudes, values and knowledge. It is a complex operation which requires an individual to first define a purpose for inquiring and then to guess at a tentative answer or solution - to hypothesize. Then the hypothesis must be tested against relevant data and draw a conclusion about the truth of tentative answer - hypothesis.

1. Define a purpose - one feels a need to know something about a question or problem, and to examine the purpose within limits.
2. Guess at a tentative answer - solution or plan. The guess is based upon the available data, plus the background experiences of the inquirer, and is conditioned by his own particular frame of reference.
3. Testing the hypothesis against relevant data. After forming the hypothesis it must be tested to see how it is supported by the relevant information. Data must be gathered, evaluated, and analyzed to test the hypothesis.
4. Drawing a conclusion about the accuracy of the hypothesis. If the evidence examined supports the guess, then it is accepted as an answer or explanation. If the evidence does not support the hypothesis, then a second hypothesis must be formed, and tested again.
5. Apply the conclusion to new data and generalize. Conclusions are tested to see if they face up to the new data. This broadens the conclusions and becomes more general and less specific.

*Beyer, page 21 (Refer to note on I-2)

INTRODUCING SKILL OF HYPOTHESIZING

TOPIC: Evaluation of Evidence - Introduction to Hypothesis

PROCEDURE:

1. Give each student a penny and instruct them to examine this piece of evidence and examine both front and back of the penny.

2. Give them this scenario: Assume you are an archeologist and come across the penny in the year 3000. Without using any previous knowledge, what might you say about the culture based on only this piece of evidence? (Students should write their responses on a sheet of paper).

3. Solicit their responses and place them on the board. Then de-brief them on how they arrived at their responses.

4. Then tell the students that their responses were hypotheses (probably answer based on evidence that needs to be proven.)

INTRODUCING SKILL OF HYPOTHESIZING

UNDERSTANDING: Introduction to the skill of hypothesizing.

SKILL: Hypothesizing

MATERIALS:
- jar of water
- pennies
- ambiguous object
- pictures
- an art work
- reading

ACTIVITY:

PART I - Definition of "hypothesis" (a guess or possible explanation which suggests a solution to a problem or gives a reason for an event in the past, present or future. It makes use of known evidence to project into the unknown. A gap usually exists between the hypothesis and the actual explanation. In order to get at the actual explanation, one needs to test the hypothesis.)

PART II - Possible Introductory Lessons

1	2	3
Using a jar filled nearly to the top with water, students guess how many pennies it would take to make the jar overflow.	Using an object whose nature is somewhat ambiguous, students are asked to hypothesize about the use or purpose for which the object was created.	Using a picture relating to the subject currently under study, students are asked to hypothesize about what is happening in the picture.
Focus here might be on the act of creating an hypothesis, examining evidence on which an hypothesis is based, on the role of chance, on determining the amount of evidence necessary to reach a "real" explanation	Focus here might be on the fact that several hypothesis may be made about the same subject, and about methods for proving which hypothesis is the "real" explanation.	Focus here might be on the language of hypothesizing: "maybe," "might be," "could be," "perhaps," etc. and on methods for verifying hypotheses.

PART III -Practice Exercises

A) Provide a headline-less news article. Ask students to hypothesize about the wording of the real headline.

B) Show 3 pictures relating to the topic under study. Ask how they are interrelated.

C) Show a picture relating to the topic currently under study. Ask students to hypothesize about what happened just before the picture was taken (cause and effect), what is happening how (reason why), and what will happen next (projecting into the future.)

D) Using 2 pictures that show a lapse of time, ask students to hypothesize about what happened in the time between.

E) Read aloud a short biography about a person related to the topic currently under study. Do not mention his main significance. Ask students to guess why this person is important.

F) Using a work of art, ask students to state what they believe was the artist's view of life. Ask them to point out the evidence that supports their hypotheses.

G) Using pictures, ask students to raise hypothetical questions about what they see.

Activity 1

This exercise introduces students to the three criteria for making useful hypotheses. They include:

1. A hypothesis must be directly related to a problem.
2. A hypothesis must be precisely stated.
3. A hypothesis must offer a new idea about the problem.

Instructional Objectives

After completing work with this exercise, students should be able:

1. to identify the criteria for making a useful hypothesis. Students can demonstrate achievement of this objective by their responses to items on page 2.

2. to apply the criteria for making a useful hypothesis by identifying one. Students can demonstrate achievement of this objective by their responses to items 1 and 2 at the end of the exercise.

Instructional Procedures

Pass out a copy of the exercise to each student. You will find a student copy of the exercise following these instructions. Instruct the students to read the exercise, responding to the items which require written responses. Then use the story about Dave and Mary to organize a class discussion.

1. Ask students whose advice they would take about how to get to Bromley. Ask them to explain their answers. Accept most student responses and explanations at this point. Most students should take Mary's advice. While they both state a hypothesis, only Mary introduces a new idea, the map. By heading north, they can find out whether or not the map is a help to them.

2. Then turn to the items on page 2. Use them to organize a class discussion. The questions and their answers appear below.

Was Dave's hypothesis precisely stated?	☒ Yes	☐ No
Was Mary's hypothesis precisely stated?	☒ Yes	☐ No

The two hypotheses are listed on the next page. Both are precise because they give direct actions to take in response to the problem:

Dave's hypothesis - "If we want to get to Bromley, then we should keep going straight."

Mary's hypothesis - "If we want to get to Bromley, then this map will be useful."

Was Dave's hypothesis related to a problem?	☒ Yes	☐ No
Was Mary's hypothesis related to a problem?	☒ Yes	☐ No

They both are related to the problem of how to get to Bromley.

Did Dave's hypothesis offer a new idea about the problem?	☐ Yes	☒ No
Did Mary's hypothesis offer a new idea about the problem?	☒ Yes	☐ No

This is why Mary's hypothesis is more useful. She states the problem, but she also brings in a new idea, the map. Solving the problem depends on whether or not the map helps. If they don't get to Bromley, then they can conclude the map was of little help.

3. Use the items at the end of the exercise to organize another class discussion.

   a. Which hypothesis is more useful in item 1, A or B?

      Most students should respond that B is not very useful because it does not relate to the probelm. The statement is about using telephone bills, not communication. Therefore, A is more useful.

   b. Which hypothesis is more useful in item 2, A or B?

      B is not very useful because it is about buying paper, not communication. Therefore, A is more useful.

Activity 1

Student Copy

Dave and Mary drove down a country road late one night. On their way to a friends house in Bromley, they became lost. They left home two hours earlier for what should have been only an hour's drive. Now, realizing they were lost, Dave and Mary wondered what to do. They wanted to get to Bromley as quickly as they could. Except for the map in the glove compartment, there was nothing else to help them. They could drive for another thirty minutes before they would run out of gas.

"How can we get to Bromley?" Dave asked.

"We should make the best guess we can about how to get there," Mary responded. "We don't have enough gas to go on for long. I checked the map about fifteen minutes ago. From the looks of it, we should head north the first chance we get. If we want to get to Bromley, then this map will be useful."

"No, Mary. Let's just keep driving east. I have a feeling that if we want to get to Bromley then we should keep going straight."

"Dave, we can do more than just wander around. If we use this map, we'll at least know where we're headed."

If you wanted to get to Bromley, whose advice would you take? Put a check beside the person whose advice you would follow.

_____ Dave _____ Mary

Why did you pick one person instead of the other?

_____

_____

_____

_____

Dave and Mary shared a common problem - how to get to Bromley. They both made suggestions about what to do, even though their ideas were quite different. Each of them speculated about an answer to the problem. Mary suggested turning north and Dave suggested continuing east. The two suggestions represented hypotheses about how to get to Bromley. A hypothesis is a tentative answer to a problem. Additional evidence about the hypothesis can confirm or reject it. A useful hypothesis is precisely stated, makes direct reference to a problem, and offers a new idea about the problem.

Was Dave's hypothesis precisely stated? ☐ Yes ☐ No

Was Mary's hypothesis precisely stated? ☐ Yes ☐ No

Was Dave's hypothesis related to a problem? ☐ Yes ☐ No

Was Mary's hypothesis related to a problem? ☐ Yes ☐ No

Did Dave's hypothesis offer a new idea about the problem? ☐ Yes ☐ No

Did Mary's hypothesis offer a new idea about the problem? ☐ Yes ☐ No

Who stated the most useful hypothesis?

_____ Dave _____ Mary

Why?

_____

_____

_____

Remember the three criteria for making useful hypotheses.

1. A hypothesis must be directly related to a problem.
2. A hypothesis must be precisely stated.
3. A hypothesis must offer a new idea about the problem.

Read the following two problems and the hypotheses which follow them. Apply the criteria for making useful hypotheses by circling the only useful hypothesis beneath each problem.

1. Problem: How can people in South Dade, Florida communicate more effectively with the city government?

   Hypothesis A: "If people write letters more frequently to the city government, then communication would be more effective."

   Hypothesis B: "If people call city hall, then they increase their phone bills."

2. Problem: How can citizens play a more important role in making decisions in Upland?

   Hypothesis A: "If 100% of the citizens vote in upland, they can play a more important role in making decisions."

   Hypothesis B: "If they write more letters, then they can buy more paper."

Activity 2

Instructional Objectives

After completing work with this exercise, students will be able:

1. to apply the criteria for making a useful hypothesis by identifying them in given hypotheses. Students can indicate achievement of this objective by their responses to items following Lime Magazine and The Visit.

2. to apply the criteria for making a useful hypotheses by starting several useful hypotheses. Students can indicate achievement of this objective by their responses to items on page 3 and 4.

Instructional Procedures

Pass out a copy of the exercise to each students. You will find a student copy following these instructions. Organize a class discussion around the items presented about Lime Magazine and The Visit. The questions and typical answers follow.

For Lime Magazine

1. Did the Editor make a useful hypothesis?

   The Editor's hypothesis was very useful. It was related to a problem - how we can appeal to those people under 25? It was precisely stated. It introduced a new idea, beer advertisement.

2. Did the Business Manager make a useful hypothesis?

   The Business Manager's statement is not very useful because it is not related to the problem. Instead of addressing the people under 25, the Business Manager refers to people over 55.

3. Did the Assistant Editor make a useful hypothesis?

   Yes. The statement was related to the problem, precise, and introduced a new idea, price.

For The Visit

4. Did Aide A make a useful hypothesis?

   No. Aide A's hypothesis is not related to the problem.

5. Did Aide B make a useful hypothesis?

   Yes. It is related to the problem, precisely stated, and introduces a new idea, visiting with the President of the country.

6. Did Aide C make a useful hypothesis?

   No. It is unclear. The term "watch out" is very vague and confuses the meaning of the hypothesis.

7. What hypothesis might be of help to the Senator?

Sample hypotheses appear below.

"If you want to gain publicity, then offer the President a gift."

"If you arrive in the country's capitol, then you will gain publicity."

"If you want to gain publicity, then take your own photograph."

Students will probably have many other hypotheses. Be certain they meet the criteria of making a useful hypothesis.

1. A hypothesis must be directly related to a problem.

2. A hypothesis must be precisely stated.

3. A hypothesis must offer a new idea about the problem.

Activity 2

Student Copy

In this short exercise you will analyze a variety of hypotheses. As you do, keep in mind the criteria for making useful hypotheses.

1. A hypothesis must be directly related to a problem.
2. A hypothesis must be precisely stated.
3. A hypothesis must offer a new idea about the problem.

Lime Magazine

Lime Magazine had been established to provide information about trends in clothes. Before the first issue was sent out to news stands, the editors of the magazine met. They were unsure of the kind of people most likely to buy Lime. They wanted to be certain they appealed to people below 25. They discussed ways to attract this age group. Following are three hypotheses made by people at the meeting. After each hypothesis, indicate which of the three criteria for making useful hypotheses it fulfills.

Editor: "If we put a lot of ads for beer in our magazine, then we will appeal to people under 25."

Criteria Fulfilled: _____

_____

_____

Business Manager: "If we want to attract people over 55, then we need ads for rocking chairs."

Criteria Fulfilled: _____

_____

_____

Assistant Editor: "If we keep the price of our magazine low, then we will appeal to people under 25.

Criteria Fulfilled: _____

_____

_____

These three statements illustrate that some hypotheses are more useful than others. For example, the Editor's hypothesis is very useful. It is precisely stated, related to the problem, and introduces a new idea: beer advertisement.

The Business Manager's statement is not a useful hypothesis because it is not related to the problem. The problem is how to attract people under 25 and he suggests how to attract people over 55. Testing the Business Manager's hypothesis would tell you little about how to attract people under 25. The Assistant Editor states a useful hypothesis. It is precise, related to the problem, and introduces a new idea: price.

Read about the following situation and determine which criteria are fulfilled by the hypotheses which follow it.

The Visit

A Senator is going to make a state visit to a foreign country. No American has visited this country before. The Senator hopes to gain a great deal of publicity from the trip. Therefore, the Senator calls a meeting of his aides and asks them to speculate about how he could use the trip to gain publicity. Three aides formulate hypotheses for the Senator and present them at the meeting. Read them carefully and identify the criteria for making a useful hypothesis which they fill.

Aide A: "If you want to take good pictures, then you need an expensive camera."

Criteria Fulfilled: _____

_____

_____

Aide B: "If you want to attract publicity, be seen with the President of the country as often as possible."

Criteria Fulfilled: _____

_____

_____

Aide C: "If you watch out, then you will gain publicity."

Criteria Fulfilled: _____

_____

_____

Two of these hypotheses are of no use to the Senator. For example, Aide A's statement is not even related to the problem of how to gain publicity. Aide C's statement is so vague it is of no use. Only Aide B's statement meets all the criteria of a useful hypothesis. In the spaces below, write two hypotheses which might be of help to the Senator.

Hypothesis 1: _____

_____

_____

Hypothesis 2: _____

_____

_____

Activity 3

Instructional Objectives

After working with this exercise, students will be able:

1. to apply the criteria for making a useful hypothesis by identifying the most useful one from among three presented. Students can indicate achievement of this objective by their responses to items on page 1 and 2 about the nation of Lion

2. to apply the criteria for making a useful hypothesis by stating several useful hypotheses. Students can indicate achievement of this objective by their hypotheses about political life in the Zalta Computer Corporation.

Instructional Procedures

Divide the class into groups of five or six to work with this exercise. Then, pass out one copy to each student. You will find a student copy following these instructions. Have the groups read and respond to the first set of items about Lion. Use them to organize a class discussion. If necessary, refer to the criteria for making a useful hypothesis as you conduct the discussion. The criteria follow:

1. A hypothesis must be directly related to a problem.

2. A hypothesis must be precisely stated.

3. A hypothesis must offer a new idea about the problem.

1. Ask a reporter from each group to report the findings of the group. These should include the group's choice of the most useful hypothesis and an explanation of their choice.

   Hypothesis 1 is the most useful. It is related to the problem - what is political life like in Lion? It is precisely stated. It introduces a new idea, coercion of citizens.

   Hypothesis 2 is unclear due to the use of words effective and ineffective. The use of one of the words would make the hypothesis more clear.

   Hypothesis 3 is not related to the problem of political life in Lion.

After you have completed the class discusison, ask students to read the rest of the exercise. Have students work in their groups to formulate hypotheses about political life in Zalta Computer Corporation. Sample hypotheses follow.

"If the management values plans and meetings, then Zalta makes a big profit."

"If the management values cooperation, expansion, and global cooperation, then Zalta has offices in over 15 countries."

During the discussion be certain that students apply the criteria for making useful hypotheses.

Activity 3

Student Copy

In this exercise you will work in small groups and formulate hypotheses. As you hypothesize about answers to questions presented below, think about the three criteria for making a useful hypothesis.

1. A hypothesis must be directly related to a problem.

2. A hypothesis must be precisely stated.

3. A hypothesis must offer a new idea about the problem.

Look carefully at the word list below. The words in the list are commonly used to describe things people value in the nation of Lion. Following the list you will find three hypotheses which are based on the words in the list. Each uses the word list to speculate about life in the system. Identify the most useful hypothesis of the three and explain your answer.

businessmen	order	arrest
land	control	dissent
laws	loyalty	strike
industry	patriotism	dominant
department	union	

If these words describe Lion, then what would political life there be like?

Hypothesis 1: "If the government values loyalty and patriotism, then it coerces citizens."

Hypothesis 1: "If law and order are encouraged in Lion, then the government could be effective or ineffective."

Hypothesis 3: "If Lion restricts its citizens to eating vegetables, then they are healthy."

Together with the other members of your group, choose the most useful of the four hypotheses above. In the space, explain why your choice is the most useful hypothesis. Then, your group should appoint a representative to report your explanation to the class.

_____

_____

_____

On the basis of the class discussion, apply what you have learned by making hypotheses of your own. Below you will find another word list. This list is composed of words which are commonly used to describe things the management

value in the Computer Corporation. Together with the members of your group study the list carefully. Then, make two hypotheses about political life in Zalta Computer Corporation.

report	global operation
memo	cooperation
decision	meetings
expansion	lower-managers
money	market
middle-managers	plans

If these words are descriptive of Zalta Computer Corporation, then what would political life be like there? Formulate two hypotheses about political life in Zalta and write them in the spaces on the next page.

Hypothesis 1: _____

_____

_____

Hypothesis 2: _____

_____

_____

After you have formulated two hypothesis in your group, appoint a representative to share your work with the class.

DISTINGUISHING BETWEEN FACTS AND OPINIONS

SKILL DESCRIPTION

A worthwhile distinction which teachers should endeavor to make clear is the difference between facts and opinions. It is beyond debate that Franklin D. Roosevelt was President of the United States during World War II, but one could argue indefinitely whether or not Roosevelt was our greatest war President. The distinction between fact and opinion is always worth making because pupils will thus learn to base their conclusions or interpretations on facts. After discovering the facts relating to a series of events, pupils should be encouraged to interpret them and to form opinions about them. The following definition might prove worthwhile:

Fact - a true statement

Opinion - a belief that rests on grounds or evidence that make the belief less than certain, or a belief that can never be proven true or false.

All are entitled to an opinion, but not all opinions are equally good. Evidence and use of such evidence is what makes the difference. The quality and usefulness of an opinion is determined by the evidence supporting the opinion.

Examples:

I. Directions: in the list which follows, some of the sentences are statements of fact, and others are statements of opinion. Indicate to which class you think each statement belongs by placing the proper letter in the space provided for it.

F - Fact
O - Opinion

O 1. The Democratic party has done more for this country than the Republican party.
F 2. In 1939 there were two World's Fairs held in the United States.
F 3. Alaska is northwest of Oregon.
F 4. Scientific research often results in the production of new products.
O 5. No was has ever accomplished any good for the world.
O 6. A high tariff increases the prosperity of the country.
O 7. Only his defeat at the Battle of Waterloo prevented Napoleon from making himself master of Europe.
O 8. All communists in the United States are traitors to this country.
O 9. Dictators are never happy men.
F 10. The schools of today offer a broader training than did the schools of fifty years ago.

II. It is important that the critical reader be able to distinguish between statements of fact (something that can be readily proven by checking it against other information or by one's own observation), and opinion (something a person believes is so but cannot be proven beyond a doubt or agreed to by all people).

In so doing, the reader can assess the overall quality of the evidence, hence the persuasiveness of the argument.

CAUTION: An opinion which coincides with your own is still an opinion, not a fact.

Read this mid-18th century view of Boston.

Boston, the metropolis of Massachusetts Bay, in New England, is one of the largest and most flourishing towns in North America. It is situated upon a peninsula, or rather an island joined to the continent by an isthmus or narrow neck of land half a mile in length, at the bottom of a spacious and noble harbor, defended from the sea by a number of small islands. The length of it is nearly two miles, and the breadth of it half of one; and it is supposed to contain 3000 houses, and 18 or 20,000 inhabitants...

...The buildings in Boston are in general good; the streets are open and spacious and well paved; and the whole has much the air of some of our best country towns in England. The country round about it is exceedingly delightful, and from a hill, which stands close to the town, where there is a beacon erected to alarm the neighborhood in case of any surprise, is one of the finest prospects, the most beautifully variegated and richly grouped of any without exception that I have ever seen.

The chief public buildings are three churches; thirteen or fourteen meeting houses, the governor's palace, the court house, or exchange Faneuils Hall, a linen manufacturing house, a work house, a bridewell, a public granary, and a very fine wharf at least half a mile long, undertaken at the expense of a number of private gentlemen for the advantage of unloading and loading vessels. Most of these buildings are handsome; the church, called King's Chapel, is exceedingly elegant, and fitted up in the Corinthian taste. There is also an elegant private concert room, highly finished in the Ionic manner...

...The established religion here, as in all other provinces of New England, is that of the congregationalists; a religion different in some trifling articles, though noe very material, from the presbyterian. There are besides these, however, great numbers of people of different persuasions, particularly of the religion of the Church of England, which seems to gain ground and to become more fashionable every day. A church has been lately erected at Cambridge within sight of the college, which has greatly alarmed the congregationalists, who consider it as the most fatal stroke that could possibly have been levelled at their religion...

Arts and sciences seem to have made a greater progress here than in any other part of America. Harvard College has been founded about a hundred years; and although it is not upon a perfect plan yet, it has produced a very good effect. The arts are undeniably forwarder in Massachusetts Bay than either in Pennsylvania or New York. The public buildings are more elegant, and there is a more general turn for music, painting, and the Belles lettres.

The character of the inhabitants of this province is much improved, in comparison to what it was, but Puritanism and a spirit of persecution is not yet totally extinguished. The gentry of both sexes are hospitable and good-natured; there is an air of civility in their behavior, but it is constrained by formality and preciseness. Even the women, though easiness of carriage is peculiarly characteristic of their nature, appear here with more stiffness and reserve than in the other colonies. They are formed with symmetry, are handsome, and have fair and delicate complexions but are said universally, and even proverbially, to have very indifferent teeth.

(Grades 11-12)

The lower class of the people are more in the extreme of this character and, which is constantly mentioned as singularly peculiar to them, are impertinently curious and inquisitive...

Singular situations and manners will be productive of singular customs, but frequently such as, upon slight examination, may appear to be the effects of mere grossness of character will, upon deeper research, be found to proceed from simplicity and innocence. A very extraordinary method of courtship which is sometimes practiced amongst the lower people of this province, and is called "tarrying" has been given occasion to this reflection. When a man is enamoured of a young woman and wishes to marry her, he proposed the affair to her parents (without whose consent no marriage in this colony can take place); if they have no objection they allow him to tarry with her one night in order to make his court to her. At their usual time the old couple retire to bed, leaving the young ones to settle matters as they can, who, after having sat up as long as they think proper, get into bed together also, but without pulling off their under-garments, in order to prevent scandal. If the parties agree, it is all very well. The banns are published, and they are married without delay. If not, they part, and possibly never see each other again, unless, which is an accident that seldom happens, the foresaken fair-one prove pregnant, and then the man is obliged to marry her, under pain of excommunication...

From Burnary, "The New Boston: Decline of Puritan Austerity," Sources of the American Republic, Vol. I, pp. 41-42.

1. Place an F before statements of fact and an O before statements of opinion.

_____ (Boston) is situated upon a peninsula, or rather an island joined to the continent by an isthmus or narrow neck of land half a mile in length...

_____ The country round about it (Boston) is exceedingly delightful.

_____ The arts are undeniably forwarder in Massachusetts Bay than either in Pennsylvania or New York.

_____ There are besides these, however, great numbers of people of different persuasions, particularly of the religion of the Church of England.

_____ The character of the inhabitants of this province is much improved, in comparison to what it was...

2. From this reading, list two statements of fact and two of opinion not yet mentioned. Explain your choices.

Fact: A.
B.

Opinion A.
B.

3. Opinions are quite frequently betrayed by emotionally-charged words, phrases like "I think" or "it seems", and excessively inclusive terms, or exaggerations like "certainly" or "undeniable." Below, list words, or phrases from the reading which tipped you off in distinguishing between statements of fact and opinion.

FACT	OPINION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Distinguishing Between Facts And Opinions

Levels: Eleven & Twelve

Source: The People Make A Nation

* * * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 After reading an account by Reverend William Harrison, an English clergyman of the nineteenth century, page 10, the students will be able to list at least 3 facts about the poor, and at least 3 opinions about the poor.

Objective #2 After reading "The Policy of Containment: The Truman Doctrine," the student will be able to list 3 facts and 3 opinions stated in the text. Pages 580-584

Sample Evaluation Item

Read the selection below. Then determine which of the following are facts or opinions.

> WE THE PEOPLES OF THE UNITED NATIONS DETERMINED to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mahkind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom,
>
> AND FOR THESE ENDS to practice tolerance and live together in peace with one another as good neighbors, and to unite our strength to maintain international peace and security, and to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and to employ international machinery for the promotion of the economic and social advancement of all peoples,
>
> HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS. Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.
>
> page 569

_____ 1. Armed force will not be used to solve problems unless it is in the common interest of all concerned.

_____ 2. The Charter was adopted in San Francisco.

_____ 3. The U.N. is necessary to preserve world peace.

_____ 4. The U.N. is weak because it does not include a military force of its own.

Part I

F-Fact
O-Opinion

(O) 1. The Democratic party has done more for this country than the Republican party has.
(F) 2. In 1939 there were two World's Fairs held in the United States.
(F) 3. Alaska is northwest or Oregon.
(F) 4. Scientific research often results in the production of new products.
(O) 5. No war has ever accomplished any good for the world.
(O) 6. A high tariff increases the prosperity of the country.
(O) 7. Only his defeat at the Battle of Waterloo prevented Napoleon from making himself master of Europe.
(O) 8. All communists in the United States are traitors to this country.
(O) 9. Dictators are never happy men.
(F) 10. The schools of today offer a broader training than did the schools of fifty years ago.
(O) 11. Strikes are not justified because the public often suffers.
(F) 12. Julius Caesar wrote a book about his wars in Gaul.
(O) 13. Without the Magna Carta, or Great Charter, democratic government would never have developed.
(O) 14. Congress would be more efficient if the term in office of Congressmen were lengthened.
(F) 15. Some voters would like to see the terms in office of Congressmen lengthened.
(F) 16. A high degree of artistic skill was developed in ancient Greece.
(O) 17. The Indians are better off today than they were before the white men came to America.
(F) 18. The border between the United States and Canada is not fortified.
(O) 19. Control over Little American in the Antarctic region is necessary for the future security of the United States.
(F) 20. Virginia was one of the original thirteen colonies.
(O) 21. The civilization of the ancient Greeks was in many ways superior to that of modern times.
(O) 22. An excellent kind of education for boys in military training.
(F) 23. Institutions are organized and socially sanctioned sets of behavior patterns.
(O) 24. The contribution of Negroes to our civilization is almost negligible.
(O) 25. The best medical care should be provided for rich and poor alike.
(O) 26. Opportunities which individuals have should be determined more by their social and economic position than by their ability.
(O) 27. War is inevitable under any kind of social system.
(O) 28. Unemployment insurance is undesirable.
(O) 29. White people are superior in most respects to other people.
(O) 30. A nation is justified in going to war only when attacked.
(F) 31. It was President George Washington's opinion that the United States should not have alliances with European countries.
(F) 32. Our world is not the same world of a hundred or even of fifty years ago.
(F) 33. It can be shown that crises often bring out the best in people.
(O) 34. Why do people assume war would bring out the worst in everyone?
(F) 35. Life was horrible for the people of Europe when the black plague killed one-fourth of the population.

(F) 36. Anyone who can read can conclude that the experts can't agree on the best way to survive a nuclear war.
(0) 37. We should listen to the scientists who make atomic bombs, because they are the only ones who really know what the effects will be.
(0) 38. "Free trade," "disarmament," "the United Nations," are communist-oriented slogans.
(0) 39. The internal threat of communism within the United States is vastly more imminent than the external threat.
(0) 40. The allies of the United States are weak and unimportant and the few neutral countries are hostile to the United States.
(0) 41. A strong military establishment is needed in the United States because internal subversion will make us fall like a piece of "overripe fruit."
(F) 42. The present constitution of the Soviet Union was developed in 1936.
(0) 43. Welfare legislation leads to socialism, which leads to communism.
(0) 44. The intellectual student is susceptible to the appeals of communism by reason of his educational conditioning.
(0) 45. Communism has never sold itself on its merits; nor has it ever been adopted by a free vote of a free people.
(0) 46. The United Nations Charter does not stand for freedom as Americans know freedom.
(0) 47. The genius of the American public school has been its closeness to the people.
(0) 48. Capitalism is at its ebb, heading for collapse.

PART II

1. Which statement about the United States Supreme Court since 1950 is best classified as an opinion?

   a. Supreme Court decisions are responsible for a decline in law and order.
   b. Supreme Court decisions have affected the apopintment of state legislatures.
   c. A dissenting view in one Supreme Court can become the majority view of a later court
   d. The Supreme Court has broadened the interpretation of the "equal protection of the law" clause.

2. Which statement is an opinion rather than a fact?

   a. France was involved in the Vietnam conflict before the U.S. entered it.
   b. There are tensions between mainland China and the Soviet Union.
   c. Arms limitation agreements between the U.S. and the Soviet Union will lead to worldwide peace.
   d. Great Britain has become a full member of the European Common Market.

IDENTIFYING NEEDED EVIDENCE

SKILL DESCRIPTION

Once the hypothesis is formed relevant evidence must be gathered to determine the accuracy of the hypothesis. Evidence that either supports or refutes hypothesis is relevant. Supporting evidence would indicate the degree of accuracy of the hypothesis. Evidence that tends to refute indicated the inaccuracy of the hypothesis. Therefore, evidence is information that is some way has a bearing of the hypothesis.

Examples:

If students have hypothesized that the ancient civilization of China was well-developed, they might suggest the following evidence for data-gathering purposes:

If China's early civilization was highly developed, then:

- it would have had a well-developed economic system
- it would have had a code of behavior
- it would have a system of writing

Having made such inferences, the students now know what kinds of evidence will help them determine the accuracy of their hypothesis.

If China's early civilization was not highly developed, then:

- it would have only temporary dwellings
- it would have just hunting or gathering activities

No hypothesis testing is complete until both kinds of evidence have been gathered.

Activity 1

This exercise presents several important ideas about evidence. After you complete work with the exercise, you should know more about evidence and how you can use it to study political life. You may think that evidence is merely any sort of information. Evidence is usually a very specific kind of information that which is used to test your hunches about how politics operates or help answer a research question. For example, if you think that many people in your high school are becoming unhappy with the leadership, you could gather several types of evidence to test your thinking. You might look at the results of a survey of a number of students which asks their feelings about the principal. You might look at recent school newspapers and read the articles about the school administration. You might simply observe various club meetings to see how often the school administration was criticized. You could look at countless other pieces of evidence. After collecting it, you may need to modify your thinking based on what you learn. Because it helps you to test an idea, the information you gather becomes useful evidence. Evidence, then, is usually a very special kind of information, that which is useful for testing ideas or answering research questions.

Think for a moment about the vast amounts of information in our society - millions of books, pieces of art, census statistics, pictures, and surveys. As you begin to use evidence, you will realize that some types are more useful than others. The way in which evidence is collected often determines its values.

For example, in order to survey the political opinions of a large number of people in a city, it is convenient to select and survey a small sample of the citizens. If the sample is selected in such a way that it represents the population of the city, then accurate conclusions about the population can be made from a survey of the sample. Whenever you have the opportunity, attempt to find out how evidence has been collected. For example, in surveying the political opinions of a city, the opinions of your best friends would not be nearly as valuable as a sample of the active population of the city.

In addition to seeing that evidence relates to an idea and is systematically collected, it is crucial that you try to find the source of evidence. Knowledge of the source of evidence can help you in two ways. First, it can help you determine the bias of evidence. If you are researching the role of the Democratic party in American politics, you might collect a variety of newspaper and magazine articles. Depending upon who writes the articles, you would learn different things. For example, if all of the articles were written by strong Republican supporters, you would probably find many criticisms of the Democratic party. On the other hand, if all the articles you found were written by Democrats, you would find few, if any, criticisms of the Democratic party. For you to evaluate the usefulness of evidence, always attempt to identify the source.

Knowing the source of evidence can help you in a second way. If you know the source, you will be able to get more of the same type of evidence.

1. Suppose you are doing research on campaign reform in the United States and you wanted to study the recent laws on campaign spending. Where would you find copies of these laws?

_____

_____

2. Suppose you speculate that the school board in your city has no real interest in the schools. You decide to obtain records of the meetings. Where would you get such records?

_____

_____

_____

3. Imagine you are doing research of the activities of a congressional committee. You determine you need to see reports the committee has written. How would you obtain the reports?

_____

_____

_____

Recognizing the source of evidence helps to determine its bias and provides you with the needed information about where to get additional evidence. As you work with this and other exercises on evidence, consider the following criteria for gathering evidence.

1. Evidence should be clearly related to a hypothesis or a research question.
2. Evidence should be systematically collected.
3. Always find the source of the evidence--who put it together and where you can get it.

Read the following research question and the four pieces of evidence which follow it. Place a check beside each piece of evidence to indicate whether it is related to the research question.

Research Question: How much and in what ways do citizens participate in Chicago political life?

1. _____ related
   _____ not related

   newspaper editorials on citizen participation in Illinois

   How would you get this evidence?

   _____

   _____

   _____

2. _____ related
   _____ not related

   an analysis of the letters written by Chicago citizens to the city government

How would you get this evidence?

_____

_____

_____

3. _____ related

_____ not related

number and description of civic groups active in Chicago politics

How would you get this evidence?

_____

_____

_____

4. _____ related

_____ not related

number of yearly hospital runs to Cook County Hospital in Chicago

How would you get this evidence?

_____

_____

_____

Look at the research question below and the four pieces of evidence which follow it. Place a check beside the evidence which was systematically collected.

Research Question: Do male and female students at Elks High School like their school?

1. Systematically collected?

_____ yes _____ no

interviewing those students who are free from 1:00 p.m. to 2:00 p.m.

2. Systematically collected?

_____ yes _____ no

administering a survey to all the male students at Elks High School

3. Systematically collected?

_____ yes _____ no

asking the principal how students like the school

4. Systematically collected?

_____ yes _____ no

surveying a random sample of students asking how they like Elks High School

Activity 2

INSTRUCTIONAL OBJECTIVES

After working with this exercise, students will be able:

to apply all three criteria for using evidence to distinguish more useful evidence from less useful evidence. Students can indicate achievement of this objective by their responses to items 1-5 in this exercise.

INSTRUCTIONAL PROCEDURES

During this exercise, it will be helpful for you to refer to the 3 criteria for gathering evidence. They follow:

1. Evidence should be clearly related to a hypothesis or a reserach question.
2. Evidence should be systematically collected.
3. Always find the source of the evidence - who put it together and where you get it.

Pass out a copy of the exercise to each student. Student copies can be found following these instructions. Instruct students to read through item number 3 on page I-67. Use the items to organize a class discussion.

1. Which evidence would be more helpful in testing the hypothesis about Hudtown?

   Only response D would be useful evidence. It is directly related to the proposition and systematically collected. Response A is not clearly related since owning a gun could serve several purposes. Response B is not useful since it only represents the Mayor's perspective. Response C is clearly not related to the hypothesis.

   Students could obtain the evidence suggested in Response C by conducting an interview or contracting a polling organization to ask if they had done one.

2. Which evidence would be more helpful in answering the research question about Meltown?

   Response B would be more helpful than the other responses. Response A asks about food purchases and therefore is not directly related to the question. Response C would give only the perspective of the Mayor's staff. Response D would give information on only one type of expenditure, salaries.

   Students could get the evidence presented in B at Meltown City Hall, or possibly by attending a city council meeting.

3. What evidence would be more helpful in testing the hypothesis about Jotter High School?

   Response B contains the more useful evidence. It is clearly related to the hypothesis and it is systematically collected through an observation report. None of the other evidence clearly relates to the hypothesis. Even A, resignation letters, might not be useful. The teachers may have resigned for any number of reasons.

If the students wanted to obtain evidence presented in B, they would attend a meeting of the Teachers' Association with an observation record. They might also ask a teacher to complete an observation report and then read it.

After the class discussion of the first three items, ask the students to read the remainder of the exercise and respond to items 4 and 5. Use these items to organize a class discussion.

4. Which evidence would be more helpful in answering the research question about New York City?

   Response C would be most helpful since it is most directly related to the question. Response A, pictures, would only give you an idea of how crowded the streets and parks are. Responses A and D are not directly related to the question.

   If your students wanted to obtain the evidence in Response C, they could go to a library or write the Bureau of the Census in Washington, D. C.

5. Which evidence would be more helpful in answering the question about Lemon Prison?

   Response A contains evidence which would be more helpful than the other evidence presented. Its systematic collection and relationship to the question makes it very valuable. Evidence in B, C, and D might be useful but is not directly related to the question.

   If your students wanted to obtain the evidence in response A, they could administer a survey. They might also contact prison authorities to see if one had ever been administered

Activity 2: Student Copy

Evidence is a specific kind of information, that which is used to test an idea or a hypothesis to help answer a research question. This exercise presents various kinds of evidence and asks you to determine which is most useful. To judge the usefulness of evidence you will need answers to the following questions.

1. Is the evidence clearly related to a hypothesis or a research question? (Evidence which clearly relates to an idea - hypothesis - or research question is most useful.)

2. Is the evidence systematically collected? (The more systematic the collection of evidence, the more reliable it is.)

3. What is the source of evidence? (When the source is known, you can determine how to locate the evidence.)

As you work with the evidence presented here, think about these questions.

Below you will see several ideas or hypotheses and research questions, each followed by four pieces of evidence. Read the material carefully. Place a check beside the evidence you would use to test each hypothesis or to help answer the research question.

1. Hypothesis: If few people in Judtown participate and most are unhappy, then the leadership stays in power by the use of force.

Evidence

A) the number of guns owned by residents of Hudtown.
B) a series of newsletters put out by the Mayor's office.
C) the attitudes of random sample of citizens toward the rising prices of gasoline.
D) interviews with citizens chosen at random and asked about the amount of force used by the leaders in the town.

Explain your choice of evidence:

_____

_____

_____

_____

Now that you have decided what evidence would be most helpful, how would you get this evidence?

_____

_____

_____

_____

2. Research Question: In Meltown what does the city government spend its money for?

Evidence

A) Interviews with all the food store owners asking them how often the city spends money at their stores.
B) Records of all expenditures made by the city government.
C) The opinion of a member of the Mayor's staff who has recently been fired.
D) The salaries of all city officials.

Explain your choice of evidence:

_____

_____

_____

_____

Now that you have decided which evidence would be most helpful, how would you get this evidence?

_____

_____

_____

_____

3. Hypothesis: If the Principal at Jotter High School makes many decisions, then he can decide to fire teachers whenever he wants to.

Evidence

A) Resignation letters of ten teachers.
B) Observation report of a meeting of the Teachers' Association where they discussed hiring and firing at Jotter High.
C) A biography of Mr. Toller, principal of Jotter High.
D) The attendance figures for the Jotter homecoming football game.

Explain your choice of evidence:

_____

_____

_____

_____

Now that you have decided which evidence would be most helpful, how would you get the evidence?

Before moving on to the following two research questions, your class should discuss answers to items 1, 2, and 3. In the discussion it should become clear why some of the evidence presented is more useful than other evidence. If you do not understand why some evidence can be very useful while other evidence is not as useful, ask your teacher for help. After you have completed the discussion, go on to the next two items.

4. Research Question: How many people live in the city of New York, today?

Evidence

A) pictures of New York City.
B) books about the population of New York City in 1900.
C) the most current census figures which contain the population of New York.
D) the number of people who live and work in the downtown section of New York City.

Explain your choice of evidence:

Now that you have decided what evidence would be most helpful, how would you get this evidence?

5. Research Question: Do the prisoners in Lemon Prison like Warden Curt?

Evidence

A) a survey of all the prisoners at Lemon which focuses on their feelings about Warden Curt.
B) an interview with Warden Curt
C) pictures of Lemon prison taken from an airplane flown by a prisoner.
D) the observations of a visitor to Lemon prison.

Explain your choice of evidence:

_____

_____

_____

_____

Now that you have decided what evidence would be most helpful, how would you get it?

_____

_____

_____

_____

Activity 3

INSTRUCTIONAL OBJECTIVES

After working with this exercise, students will be able:

1. to recognize and apply the criteria for using evidence to determine evidence which is most useful for testing a hypothesis or answering a research question. Students can indicate achievement of this objective by their responses to items 1-5 of this exercise.

INSTRUCTIONAL PROCEDURES

Divide the class into groups of 5 or 6 for this exercise. Then, pass out a copy of the exercise to each student. You will find copies following these instructions. Ask your students to read through item 2 and respond in writing to number 1 and 2. Use them to organize a class discussion.

1. Which evidence is most useful in testing the hypothesis about Fala?

   Response B contains the most useful evidence. The evidence it contains is the most representative of all the evidence presented.

   Students might obtain this type of evidence by doing a survey themselves.

2. Which evidence is most useful in answering the question about Volger High School?

   Response C contains the most useful evidence. Response A and B do not contain evidence which is as representative as the evidence in Response C.

   Students might obtain this type of evidence from the school office at Volger.

After you have discussed student responses to items 1 and 2, ask students to read the rest of the exercise. Together with the other members of their group, they should respond to the written exercises. Use the items to conduct a class discussion.

3. What evidence would you use to test the hypothesis, "If New York is running out of money, then the Mayor must be wasting it?"

   Useful evidence might include:

   - newspaper reports about the Mayor's expenditures of city money
   - the budget for the city of New York
   - an interview with the Mayor about the administrations expenditures
   - the Mayor's experience in managing a budget

4. What evidence could you use to answer the research question, "How are political resources distributed among groups at Colman High School?"

Useful evidence might include:

- the amount of money controlled by the principal
- the amount of money controlled by the teachers and students
- types of people who attend important meetings
- types of people who come up with useful ideas at Colman

5. What evidence would help answer the research question, "How does the City Council in Hilltown maintain the respect of the citizens?"

Useful evidence might include:

- interviews with residents of Hilltown
- the observation report of a woman who visited Hilltown to see how the citizens respected the government
- a survey of a random sample of citizens asking them how well they respect their government
- newspaper reports about citizen respect for the government in Hilltown

Activity 3

Student Copy

For this activity you will work in a group with several other students. This exercise presents several hypotheses and research questions,each followed by several descriptions of evidence. It also contains a fourth criterion of useful evidence - evidence should include the widest representation of data as possible. For example, if you want the opinions of the students at Clearwater High School, interviewing 50 students would be more valuable than interviewing 2 students. Also interviewing a random sample of students would give you a better representation of student attitudes than interviewing your best friends. They would be likely to have the same opinions as you hold.

As you read through the evidence, you will find all of it to be helpful. After each hypothesis or research question, identify the evidence which would be most helpful in testing the hypotheses or answering the research question.

1. Hypothesis:

   If citizens of the nation of Fala know little about their government, then the government must be keeping information from them.

   Evidence:

   A) a tape recording from a meeting where the teachers of Fala decide about the pure of beef
   B) a survey of a random sample of citizens asking their opinions about their government
   C) a tape recording of several government meetings and the published minutes of those meetings
   D) newspapers from Fala

Explain your choice of evidence:

_____

_____

_____

Now that you have decided what evidence would be most helpful, how would you get this evidence?

_____

_____

_____

2. Research Question:

How frequently do people communicate at Volger High School?

Evidence:

A) Memos sent between people at Volger High
B) The number of telephone calls from parents to the school administration at Volger
C) A list of all the meetings and written communication between students, teachers, and administrators at the school.
D) The number of times in a year that students cut class at Volger.

Explain your choice of evidence:

_____

_____

_____

Now that you have decided what evidence would be most helpful, how would you get this evidence?

_____

_____

_____

Before moving on to the next two research questions, discuss answers to items 1 and 2. In the discussion, it should become clear why some of the evidence presented is more useful than other evidence. After you have completed the discussion, refer to the items below. Following the hypotheses and questions, suggest at least four pieces of evidence which would be useful in testing the hypothesis or answering the research question. Work with the other members of your group as you list the evidence.

3. Hypothesis:

If New York is running out of money, then the Mayor must be wasting it.

Evidence:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

4. Research Question:

How are political resources distributed among all groups at Colman High School?

Evidence:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. Research Question:

How does the City Council in Hilltown maintain the respect of the citizens?

Evidence:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

RECOGNIZING BIASED STATEMENTS

Skill Description

Nearly everywhere and almost all the time all of us are confronted with statements which are exaggerated or twisted or biased because of the emotional attitude of the person who makes them. Sometimes we ourselves make statements which are more the result of our emotional complexes than of our reasoning. Sometimes emotionally toned statements are easy to detect and sometimes they are so subtle that it is hard to identify them as such.

In this section the attempt has been made to gather a series of statements on the same general topic, some of which reveal a strong emotion bias on the part of the writer, and others of which indicate that the writer was attempting to be reasonably fair and objective in making his observation. Practice in distinguishing between the biased and the more thoughtful statements will provide opportunity to stimulate interest and growth in critical skills.

DIRECTIONS:

The following statements have been clipped from the sections of representative newspapers entitled "Letters to the Editor." Go through the list and if in your judgement the statement is based on emotion or prejudice, indicate the same by placing the letter E (for "emotion") opposite the number of the statement. On the other hand, if the statement seems to you to be based on fact and if it appears that its author was not emotionally biased, indicate the same by placing the letter T (for "thought") opposite the number of the statement.

(T) 1. The irony of the growing appeal of conservatism and repression in the quest for law and order is that conservative societies have historically been the breeding ground for violent revolution.
(E) 2. Most of the people on relief are shiftless, lazy, and unwilling to work even if they have the chance.
(E) 3. One lesson of history is clear, "Don't trust a Communist."
(T) 4. America has always prided itself as being a land of opportunity and a haven for refugees.
(T) 5. Is it a mark of a great country to spend eight times as much on "defense" as it does on social welfare?
(E) 6. Everyone who works for a living is a slave to our Federal Reserve System, which controls our supply of money.
(T) 7. No nation can now provide true welfare for its people without continuous cooperation with other nations.
(E) 8. This country has never yet lost a war, and so we should not be scared of what the Russians may do.
(T) 9. The United Nations is reaching a crucial point in its development.
(E) 10. The real trouble with the United Nations is that its policies may be controlled by representatives of a lot of new countries who have no political experience or wisdom.

Asking Useful Questions

Skill Description

Questions guide one's inquiry. The better the question, the better the inquiry. Asking useful and clearly-stated questions is essential to good inquiry. In other words, if you ask the wrong questions, you can't help but get the wrong answers. Therefore students must develop their skills of asking good questions.

The Concept Task Group has worked on helping students ask good questions that are derived from concepts. Here we are concerned about asking good questions in general.

The following activity is designed to introduce the skill of question asking. After the lesson, students should be able to identify questions that can be answered with data gathered by a survey study.

Suppose that you want to do a survey study about political influence in your school. What are good questions that you might seek to answer? Look at the following four pairs of questions and indicate (1) the better questions in each pair; and (2) the reasons for your evaluation of each pair of questions.

1. a. What proportion of the students in our school believe that they have a high level of political influence in the school?
   b. Who has the big clout in our school?

2. a. Are students with big feet more likely than those with small feet to be influential?
   b. Are female or male students in our school more likely to believe that they have a high level of political influence in the school?

3. a. What type of political influence pattern exists in our school?
   b. Is the pattern of political resources in our school more or less similar to the pattern of political resources in our school more or less similar to the pattern of political resources found in in one of these types of political systems: elite, bureaucratic, coalitional, participant?

4. a. Does the captain of the basketball team believe that he has a high level of political influence in the school?
   b. What proportion of the students in our school believe that they have high level of political influence in our school?

The better qeustions in each pair are: 1a, 2b, 3b, and 4b. The better questions have three characteristics in common: (1) they are clear, (2) they are significant, and (3) they are about a large number of people.

A clear question is easily understood. It helps you to focus exactly on what you need to know to answer the question. In contrast, an unclean question is like a poorly focused moving picture which is seen as a confusing blur on a movie screen.

Question 1 b is not as clear as 1 a. It is more general and vague than question 1 a. In addition, question 1 b includes slang words, "the big clout," which are ambiguous. These slang words may mean different things to different people.

Question 3 a is not as clear as question 3 b. It is more general and vague than 3 b as it does not specify exactly what "type" refers to.

Both questions 2 a and 2 b are clear. However, question 2 a is not very significant. A significant question is worth knowing about. Before spending your time, effort, and energy to answer a question, you should always ask: What difference will it make to anybody if I answer this question? Will anybody care about the answers? Or, will people say, "so what" when you are finished with your work?

How can you tell whether a question is significant or not? Common sense can help sometimes. For example, it would be foolish to spend much time or effort trying to answer this question: Are the shoe sizes of Democrats larger than the shoe sizes of Republicans? You could answer this question, but if you did, people would be likely to say SO WHAT?

What is or is not a significant question often depends upon who you are and what you need to know. For example, an answer to question 2 b might be very signficant to people interested in comparing the political behavior of females and males. To some others, it might be a "so what" kind of question.

Both questions 4 a and 4 b are clear and many people would consider them to be significant. However, not all clear and significant questions are answered through a survey study. It is very important to fit your method of knowing to your question. An inquirer who applies the wrong methods to a question is like a work man who uses the wrong tool; for example, like a mechanic who tries to turn screws with a chisel instead of a screwdriver. Remember that survey studies are used to answer questions that pertain to a large number of people, such as question 4 b. In contrast, question 4 a can be answered through an interview of one person. Thus, the survey method doesn't fit this question.

ACTIVITY 1

Instructional Objectives

After working with this exercise, students will be able:

1. to identify and apply the criteria for asking good questions by analyzing questions which illustrate these criteria. Students can indicate achievement of this objective by their responses to the items in this exercise.

Instructional Procedures

You will find a student copy of this exercise following these instructions. As you work through this exercise, refer to the following four criteria for asking good questions.

1. Questions should be clearly related to a proposition.
2. Questions should be significant - answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

1. Have students read through the exercise without responding to any of the items which call for writing.

2. After all students have finished reading, have them respond to the items related to the Fred Osborn-Sergeant Howard interview. Then, use them to organize a class discussion.

3. Based upon this of the interview, what do you know about crime in Maya?

   Students will probably respond that the interview yielded only a small amount of information. Have them explain why they felt the interview was inadequate. Hopefully, your students will identify many of Fred Osborn's questions as very poor.

4. What questions were most useful to Fred Osborn in gathering information about crime in Maya?

   The question which yielded the most information was question C. The others were either irrelevant or not clearly stated.

5. Discuss each question with students and ask them what the weakest aspects of each question are. Pages 2, 3, and 4 analyze each question. Refer to aspects of this discussion when necessary.

6. Ask various students how they rewrote questions A, B, D, and E to fulfill the criteria for asking good questions. Sample rewritten questions appear on the next page.

	Original Question	Rewritten Question
Question A	"How long have you been a police officer?"	"How have you reacted to increased crime?"
Question B	"How many kids do you have?"	"Are young people more responsible for the increase in crime than old people?"
Question D	"How do you deal with crime?"	"How do the police deal with crime?"
Question E	"How do the police deal with long-haired radicals?"	"How do the police deal with terrorist groups?"

7. After you have completed the discussion of the Fred Osborn-Sergeant Howard interview have students apply what they have learned. Ask them which of the two questions on page five is a better question.

   Question two is better because its reference to managers clearly relates it tothe proposition which focuses on leadership.

Activity 1

Student Copy

In the following interview, a man named Fred Osborn asks a policemen four questions about the rapidly increasing rate of crime in Maya, Louisiana. Fred is a citizen of Maya and thinks that the policeman, Sergeant Howard, can tell him about the problems of crime in the city. He has prepared five questions which he asks in the interview below. Read the interview carefully. You will be relying on Fred's questions to gather information about crime in Maya. When you finish, answer the questions which follow the interview.

A. Fred Osborn: "I think you know that I'm interested in knowing about crime in Maya. Tell me, Sergeant, how long have you been a police officer?"

Sergeant Howard: "Twenty-four years."

B. Fred Osborn: "Do you have any kids?"

Sergeant Howard: "Yes, I do, a girl 14 and twin boys, 16."

C. Fred Osborn: "Sergeant Howard, which crimes occur most frequently in our city?"

Sergeant Howard: "Violent crimes, particularly robbery and rape. Many of the other crimes including drug offenses have declined. I attribute most of the rise in robberies to increased unemployment."

D. Fred Osborn: "How do you deal with crime, Sergeant?"

Sergeant Howard: "I'm not sure I know what you mean, sir. Do you mean, how do I personally and individually try and prevent crime, or how the police in Maya try and control crime?"

E. Fred Osborn: "How does the police force deal with long haired radicals?"

Sergeant Howard: "Mr. Osborn, surely you should know you cannot judge a person by the length of their hair."

1. Based upon this portion of the interview, what do you know about crime in Maya?

_____

_____

_____

2. Which questions were most useful to Fred Osborn in gathering information about crime in Maya?

Asking questions can be a very useful procedure in collecting information. Fred Osborn illustrates that some questions can be much more valuable than others. For example, you probably found that of the four questions Fred asked, C was the most useful in gathering information about crime in Maya. However, questions A, B, D and E did not yield very much information.

In formulating questions, you need to specify what you want to know. Fred Obsorn wanted to know about the increasing rate of crime in Maya, Louisiana. Questions, then should be clearly related to a proposition. Question A - "How long have you been a police officer?" fails to meet this first requirement. It, in no way relates to the proposition of increased evidence of crime in Maya. Any answer to this question would be of little help to Fred. Write a question which is more clearly related to the proposition.

In addition to being related to a proposition, questions need to be significant - answering them must yield useful and important information. Question B - "How many kids do you have? - violates this rule. What difference does it make if Sargeant Howard has three children or ten children, or no children? This information is not significant. In the space below, write a question which is more significant than question B.

Another criterion for asking questions is clarity - a question needs to be clearly and precisely stated. Look at question D - "How do you deal with crime, Sargeant?" This question is not clear. It is uncertain whether Fred Osborn wants to know how the police generally handle crime problems or how Sargeant Howard specifically handles crime.

In his response, Sergeant Howard indicates that the question is unclear and he is unable to respond to the question as stated. In the space below, write a question which is more clear than question D.

_____

_____

_____

A final criterion for asking questions is that questions remain as unbiased as possible. Often, a slanted or biased question will not yield very much information. Refer to question E - "How do the police deal with long-haired radicals?" The question prompts Sergeant Howard to point out the bias to Fred Osborn. Even if Sergeant Howard had answered the question, the answer would not have been very valuable except to those people who think all radicals have long hair.

In the space below write a question which is less biased than E.

_____

_____

_____

Remember the four criteria for asking good questions:

1. Questions should be clearly related to a proposition.
2. Questions should be significant - answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

Suppose you wanted to know about the decreased amount of communication among the leadership of a business corporation. Which of the following two questions would be the best question to ask? Explain your answer in terms of the four criteria for asking good questions.

Question 1: How often do people meet at this company?

Question 2: Do the managers of the company share information in making decisions?

The better question is: ___ #1 ___ #2

Explain your answer in this space:

_____

_____

_____

Activity 2

Instructional Objectives

After working with this exercise students will be able:

1. to identify the criteria for asking good questions by analyzing given questions. Students can demonstrate achievement by their responses to the first half of items 1-5.

2. to apply the criteria for asking good questions by rewriting bad questions. Students can indicate achievement of this objective by their responses to the second half of items 1-5.

Instructional Procedures

You will find student copies of this exercise following these instructions. As you work through the exercise, refer to the following four criteria for asking good questions.

1. Questions should be clearly related to a proposition.
2. Questions should be significant - answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

Instructional Procedures

1. Have students read through question number 3 on page 2, writing the criteria each question fulfills and rewriting the question if necessary.

2. Hold a class disucssion of question 1-3. The following information will help guide the discussion. It indicates the criteria fulfilled by each question and presents rewritten questions where necessary.

	Criteria Fulfilled	Rewritten Question
Question 1	1, 2, 3, 4	"How can a person be certain a given resolution will ever pass the council?"
Question 2	1, 2, 3	

Taking out the word "lazy" makes the question less biased.

Question 3	1, 3, 4	"Tell me, Mr. Clarke, do you prefer expensive hobbies?"

The answers to this question are more significant than the answers to the original question.

3. After you have completed the discussion give the students a chance to apply what they have learned by responding to items 4 and 5. Use the answers below to guide a discussion.

	Criteria Fulfilled	Rewritten Question
Question 4	1, 2, 4	"Do you condone bribery?"

This question is more clearly stated than the original question.

Question 5	1, 2, 3, 4	

Activity 2

Student Copy

Following are five questions which a reporter named Gail Nicholes wants to ask of a member of the city council. For months Gail had suspected that this member, Ray Clarke, accepted bribes from local businessmen. Gail wants to ask these questions of Ray to see if her suspicions are correct.

Read the questions carefully. Remember, Gail wants to find out as much as she can about Ray's ties with big business. As you read, think about the four criteria for asking good questions:

1. Questions should be clearly related to a proposition.
2. Questions should be significant - answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

After reading each question, state which criteria you felt it fulfilled. If it did not meet all four criteria, rewrite the question.

1. "Mr. Clarke, what are all of the sources of your income?"

   Criteria fulfilled:

   _____

   _____

   _____

   Rewritten question (if necessary):

   _____

   _____

   _____

2. "How can a citizen be certain a given resolution will ever pass this lazy council?"

   Criteria fulfilled:

   _____

   _____

   _____

Rewritten question (if necessary)

_____

_____

_____

After you have completed working with questions 1, 2, and 3, stop. Your teacher will discuss these questions. You should participate in this discussion by sharing your answers with the class. Be certain that you understand the criteria which each question exhibits. Then go on to read questions 4 and 5. Determine the criteria each question fulfills and rewrite the question if necessary.

4. "Does the city council condemn bribery or do you condone it?"

Criteria fulfilled:

_____

_____

_____

Rewritten question (if necessary)

_____

_____

_____

5. "What are the names of the business associates with whom you spend your time?"

Criteria fulfilled:

_____

_____

_____

Rewritten question (if necessary)

_____

_____

_____

Distinguishing Between Primary and Secondary Sources

Skill Description

People relate the social sciences to a body of established facts. History, to many, is nothing more than a conglomeration of materials that record events. It is important for teachers, then, to help students make a distinction between two types of sources, primary and secondary.

Primary source material would be categorized as personal narratives, diaries, memoirs, eye witness accounts, documents, etc. They make the past come alive, and for the student they have the implicit message that his society was fashioned by people with many of the same beliefs, drives, and feelings as adults in his own world. Secondary sources are different from primary sources in that they use a writer's interpretation of what happened. Students must be aware that these sources might contain biased statements.

In considering written accounts from which is derived accurate knowledge of the facts and events of history, it is necessary to distinguish between primary and secondary sources. The ability of a student to distinguish between sources is usually an indication that the student has used source materials and understands what they are.

Example

Go through the following list carefully. Write the letter "P" beside those items which you think should be classified as Primary Sources. Write "S" besides those which you think should be classified as Secondary Sources.

1. The Treaty of Versailles.
2. Gone With the Wind by Margaret Mitchell, a novel depicting conditions in the South at the time of the Civil War.
3. A newspaper editorial concerning the Munich Pact of 1938.
4. Napoleon, a biography written by Emil Ludwig.
5. The Constitution of the United States.
6. The newspaper text of one of President Roosevelt's "Fireside Chats," a radio broadcast.
7. The Congressional Record.
8. The Rosetta Stone used as a key to the early Egyptian language.
9. Adolph Hitler's autobiography, Mein Kampf.
10. Ivanhoe, a novel written by Sir Walter Scott.
11. A history textbook.
12. George Washington's diary.
13. Baked clay tablets inscribed with cuneiform characters, used about 3500 years ago by writers.
14. Paul Revere's Ride, a poem written by Longfellow.
15. The Dictionary of American Biography.
16. The Charge of the Light Brigade, a poem written by Tennyson.
17. Photographs of the moon taken by the Gemini space crew.
18. A papyrus roll used by the Egyptians.
19. Radio broadcast of the signing of the Magna Carta
20. TV broadcast of the Democratic presidential nominating convention.
21. A televised broadcast of a baseball game.
22. A statement that some Germans destroyed works of art in occupied countries during World War II, taken from the Indictment of the International Military Tribunal.

24. A list of candidates on an election ballot.
25. A news commentator's account of how the Russian delegates were instructed to vote in the United Nations session.
26. A motion picture of the daily customs of the Australian Aborigines.
27. An historical motion picture showing the effect on the Indians of the sight of the first Spanish ships in the New World.
28. A sales slip from a grocery store, listing purchases and prices made on a telephoned grocery order.

Evaluating Sources of Information

Skill Description:

When evaluating sources of information, it is vital that the students analyze the reliability of the source. Reliability depends upon whether the document or record has value as historical evidence. Value draws its importance when one determines why something was written, the circumstances under which the record was made, whether it was written from memory or based on documents contemporary with the event it records, whether independent witnesses have agreed on the facts, and whether the writer has exploited the facts to make a good story, to amuse the public, or to instruct.

The student must be aware that it is important that he selects the best possible source of information from other alternatives. As with the teaching of other study skills, the class discussion emanating from the correction of these items is probably the most valuable part of the lesson.

Sample Activity

Directions to the students: You have been given an assignment to write a term paper. You have been told that to a large degree it will be valuable according to the extent to which the references you use are accurate and are unbiased, impartial, and unprejudiced.

Below are a number of possible topics. Under each one are listed three references which might give information about it. If the material were available, which would you consider as most reliable for giving a true picture of events as they actually happened? Show your choice of the best source by circling either A, B, or C.

Topic I: The hardships of laborers who built the Transcontinental Railroad.
- A. Accounts as recorded in diaries of the workers.
- B. A story by the grandson of one of the construction superintendents.
- C. A t.v. special on the building of the railroad.

Topic II: The "true" story of the Boston Massacre.
- A. A t.v. story of the period.
- B. A native of Boston telling the story as handed down by her ancestors.
- C. A newspaper of Boston, printed during the period, that describes the event.

Topic III: The "long count" - Dempsey & Tunney
- A. Motion pictures taken of the actual fight.
- B. Statements of the event taken from the participants.
- C. Radio accounts of the actual fight.

Topic IV: The effect of the Vietnam war on the people of that country.
- A. An interview with a family in each of ten villages in Vietnam.
- B. A t.v. interview documentary showing the poverty and hunger of Vietnamese people.
- C. A speech given by President Carter.

Topic V: The "Truth" about drug abuse on college campuses.
- A. An account of the situation written by students on several campuses.
- B. A newspaper article describing raids on four campuses.
- C. An interview with a college president.

Topic VI. The physical effects of heroin on the human body.
- A. A boy whose cousin has taken heroin.
- B. A report by the Federal Drug Administration on the effects of heroin.
- C. A t.v. interview with an ex-heroin addict.

Topic VII: What it was like to live in London during the German bombings of World War II.
- A. A t.v. documentary showing actual pictures of London during the bombings.
- B. The recollections of an American whose aunt was in London then.
- C. A novel which is set in London during the bombings.

Topic VIII: The burial of the Etruscan Civilization.
- A. Pictures of objects discovered by a team of archeologists.
- B. A story of an Etruscan funeral feast.
- C. An article about Etruscan cities.

Topic IX: The "true" story of the Salem Witch Trials.
- A. A newspaper article by a reporter who covered one of the trials.
- B. The diary of one of the girls who accused others of being witches.
- C. The court records of the trial proceedings.

Topic X The fundamentals of Communism.
- A. A person living in the Soviet Union
- B. The writings of Karl Marx.
- C. A book about the Russian Revolution.

After the students have mastered the idea of the best potential source, they are ready to attempt the more complex skill of ranking the sources according to their validity.

In Exercise A which follows, the third source of information is to all intents and purposes an eyewitness account. It is contemporary with the event it records. The moving picture about Anthony and Cleopatra, however, was made for commercial purposes. In it the story is the main purpose, and historical considerations are incidental and secondary. The same criticism holds true for the newspaper account. The writer may have examined worthwhile reports, but the chances are they were secondary accounts. The main purpose of the writer was to amuse the public and to tell a good story. Historical considerations were likewise incidental.

Directions to students: You have been given an assignment to write a term paper. You have been told that to a large degree it will be valuable according to the extent to which the references you use are accurate and are unbiased, impartial, and unprejudiced.

Below are a number of possible subjects. Under each one are listed three references which might give information about the subject. If the material were available, which would you consider as most reliable for giving a true picture of events as they actually happened? Rate them according to your preference within each group of three. Indicate your choice of the best reference within each group of three by writing the figure 1 in the space before it; your choice of the second best by writing the figure 2 before it; and your choice of the third with the figure 3. Consider each group of three separately.

Teachers may wish to score each of these parts containing three items as a single unit, either all correct or all wrong. Or they may mark as incorrect within each group the responses which are not exactly as given in the key, and give credit if the response to a single item within the group is correct.

A. The religious beliefs of the ancient Egyptians
   (3) 1. A moving picture dramatizing the love affair of Anthony and Cleopatra.
   (2) 2. A newspaper account in the "Sunday Magazine Section" of excavations of an old Egyptian temple.
   (1) 3. A translation of an inscription on the wall of an old Egyptian tomb.

B. The events surrounding the fall of the Bastille prison in Paris on July 14, 1789.
   (2) 4. An account in an English newspaper on July 17, 1789.
   (1) 5. An account written in the diary of a man who saw the affair.
   (3) 6. A modern play dramatizing the bravery and suffering of the French nobility during the Revolution.

C. The condition of the peasants in Russia under the Tsarist rule.
   (2) 7. An official note to the French ambassador by the Russian Prime Minister.
   (3) 8. A poem about the bravery of the Russian peasant soldier.
   (1) 9. A letter from a peasant farmer to his brother in America.

D. The capture of the city of Antioch in Asia Minor by the European "Franks" during the First Crusade.
   (1) 10. A letter written during the crusade by one of the Frankish leaders who had taken part in the siege and capture of the city.
   (2) 11. A history of the crusade written ten years later by one of the Franks who had gone on the crusade.
   (3) 12. A history of the crusade written by a monk who did not go on the crusade.

E. Living conditions of the ancient Romans.
   (2) 13. An epic poem written by a Roman which mentions some family customs.
   (1) 14. Excavations of the buried Roman city of Pompeii.
   (3) 15. A novel about the fall of Pompeii.

F. Conditions under which laborers worked in English factories and mines in the early nineteenth century.

(3) 16. A contemporary newspaper interview of a typical factory owner on factory conditions.

(2) 17. A contemporary news account by a reporter who had visited a factory and a coal mine.

(1) 18. The report of a committee appointed by Parliament to investigate conditions of the working classes.

G. The exact territory ceded to Napoleon from Austria by the Treaty of Luneville in 1801.

(3) 19. A letter written by a French soldier who took part in the campaign.

(2) 20. Napoleon's memoirs written by himself several years later.

(1) 21. The text of the Treaty of Luneville.

H. President Lincoln's motives in issuing the Emancipation Proclamation of January 1, 1863.

(3) 22. A poem about Lincoln written by Walt Whitman, a contemporary Northern poet.

(2) 23. The news story that appeared in a Confederate newspaper, the Virginia Gazette, for January 10, 1863.

(1) 24. The account of the Proclamation that Gideon Welles, Lincoln's Secretary of the Navy, wrote in his diary.

I. The discovery of gold in California.

(2) 25. A news item in the San Francisco Chronicle in September, 1848.

(3) 26. The account of the gold rush as told by Zane Grey, Western novelist.

(1) 27. An account written by the San Francisco Chronicle in September, 1939, on the ninety-first anniversary of the discovery, including an exact reprint of the original 1848 account.

J. George Washington as a General.

(1) 28. The Diaries of George Washington, printed with every letter, every comma, copies exactly.

(3) 29. The Sparks edition of the writings of George Washington in which the editor blue-penciled, without indication, offensive words and changed the context of many sentences so that writers of letters to Washington and their families would not be offended.

(2) 30. The latest edition of Washington's letters and papers with indicated omission of all phrases and sentences that would be valueless for the writing of history.

K. The Battle of the Marne, September 1914

(3) 31. An account which contrasted the spirit of the heroic boys of the Allies and the ponderous foolhardiness of the enemy.

(1) 32. An account compiled from material taken from the reports of opposing commanders.

(2) 33. An account appearing in a journal printed in a neutral country.

L. Patrick Henry's "Liberty or Death" speech given on the spur of the moment.
(3) 34. A movie dramatizing the speech.
(2) 35. An account written by Patrick Henry twenty-five years later.
(1) 36. An account written by an eyewitness while Henry was speaking.

M. Potsdam Conference promises.
(1) 37. State papers by President Harry S. Truman.
(3) 38. Contemporary articles in Harper's Magazine by a prominent historian and a political scientist.
(2) 39. An account by one of the members of President Truman's official party.

N. Atomic bomb destruction of Hiroshima.
(2) 40. News item in the New York Times published the following day.
(1) 41. Army Signal Corps photographs.
(3) 42. Memoirs of the bombing plane's pilot written on the 10th anniversary after the event.

O. The Dred Scott Decision, 1857.
(2) 43. A historical film about the Dred Scott vs. Sandord Case, 1857.
(1) 44. A copy of the Supreme Court justices; opinions concerning the Dred Scott vs. Sandford Case, 1857.
(3) 45. A newspaper report written by a Republican who lived during the Dred Scott vs. Sandford Case, 1857.

P. The Lincoln-Douglas Debates
(2) 46. An encyclopedia account of the Lincoln-Douglas debates.
(3) 47. A movie about the life of Abraham Lincoln.
(1) 48. A copy of the texts of the debates as found in Documents of American History.

Q. The Pullman Strike, 1894.
(2) 49. A newspaper article written by a reporter who was in Chicago at the time of the strike.
(1) 50. A t.v. documentary which shows actual pictures of the strike and its repercussions.
(3) 51. An account of the strike as told by the nephew of a man who was in Chicago in 1894.

R. The Tweed Ring
(2) 52. An account of the "Tweed Ring" written by a New York Times newspaper reporter.
(1) 53. A New York State government report of the "Tweed Ring".
(3) 54. A letter written by "Boss" Tweed to a friend.

S. What Quebec looked like shortly after its settlement.
(3) 55. See slides a friend took in Quebec last summer.
(1) 56. Study some paintings of Quebec by an artist who went there in the 1650's.
(2) 57. Listen to a historian lecture about early Quebec and what he thinks it probably looked like.

T. Woodrow Wilson's plan for peace as stated in his Fourteen Points.
(2) 58. A textbook account of Wilson's peace plan.
(1) 59. A copy of the original Fourteen Points.
(3) 60. An interview with someone who lived during Wilson's administration.

Follow the same directions in regard to the following excerpts from newspaper accounts. All of them contain some kind of reference to the source for the news item. Some statements have been repeated in another group.

U. The reported disagreement between Marshal Tito of Yugoslavia and the Russians.
(3) 61. Judging from the attitude taken today by communist leaders it is believed in Trieste that they have decided to await Marshal Tito's expected statement.
(1) 62. The genesis of the Soviet-Yugoslav quarrel, according to the report of the United Nations' Commission, is the three-sided dispute between Russia, Yugoslavia, and Bulgaria over Greece.
(2) 63. Paris, June 30 - Government circles were reluctant today to make anything like an official comment on the breach between Premier Stalin and Marshal Tito....

V. Reports on the flying saucers.
(3) 64. British scientists and airmen, after examining the wreckage of one mysterious flying ship, are convinced that these strange aerial objects are not optical illusions.
(1) 65. The general in charge of the planning division of the U.S. Air Force stated that all reports of so-called flying saucers are being thoroughly investigated.
(2) 66. A British cabinet official quoted scientists as saying a flying ship of the type observed could not possibly have been constructed on earth.

W. Reports on attempts to control inflation.
(1) 67. Chairman Paul W. McCracken of the President's Council of Economic Advisers has maintained the position that an active policy of "talking down" wage and price hikes has proved worthless and unworkable.
(3) 68. Some delegates to an OECD meeting in Paris told newsmen that a policy of permitting unemployment to run its course will not be accepted today by labor unions or by the public in general.
(2) 69. The U.S. Chamber of Commerce, on November 27, said the economy now is suffering from a "crisis of cost," with gains in output per worker lagging far behind the rising cost of production.

In the remaining groups are excerpts from news accounts, spoken and printed. They are often used to indicate the source of the news. Some of them are more reliable than others. Rate them according to your preference within each group of three. As before, consider each group separately.

X. (2) 70. The President's secretary told reporters today that the the President is worried about the outcome of his interview.

(3) 71. A source close to the President, who declined to be quoted, seemed optimistic about the chances for an early cease-fire.
(1) 72. Mr. Laird, the Secretary of Defense, in a prepared statement, said that measures were under consideration for further coordination of the armed services.

Y. (3) 73. Paris is understood to have prepared new plans.
(1) 74. Official circles in the French government have been quoted as stating that the President of France will soon have a new plan to propose.
(2) 75. Official circles have stated that a surprising new development in negotiations occurred yesterday.

Z. (1) 76. It is believed by news reporters, on the basis of evidence considered authoritative, that Washington is preparing to change its strategy in the coming talks.
(2) 77. Newspapers are presenting, without comment, information supposed to come from government circles.
(3) 78. Reporters are convinced, from what they have heard, that the government may change its demands.

AA. (3) 79. It is rumored that...
(1) 80. The Secretary stated in a news release that...
(2) 81. A spokesman for the State Department said that.

BB. (3) 82. It is reported reliably that...
(1) 83. An informed source close to the President said today that...
(2) 84. Officials here were reported to have said that...

HINTS FOR TEACHING INQUIRY*

1. Use a variety of inquiry experiences from different sources or projects; do not use just one mode of inquiry or type of inquiry format.

2. Make sure that as many students as possible become interested in the inquiry; don't pursue a problem if most students are not interested.

3. Don't foster dependency in students by giving too much help; try to develop the capacity for students to learn by and for themselves.

4. Accentuate, at least occasionally, the value component in inquiry; have students think about the desirability and feasibility of taking individual or group action.

5. Be positive about students' ideas; do not deny students the opportunity to see that a given hypothesis may have to be rejected.

6. Avoid highly artificial or trivial problems, try for real life problems. Try to give students as much responsibility for their inquiry as possible.

7. Tackle a whole problem instead of just a piece or segment of a problem. Recognize, however, that it may be necessary to sub-divide such problems, and sub-problems may appeal to different individuals.

8. Realize that many students have not been rewarded in the past for asking questions or for proposing ideas. Do not expect creative inquirers to develop in just three weeks. It takes a long time for many students to learn inquiry skills.

*Taken from Teaching Social Studies Skills by June R. Chapin and Richard E. Gross; Little, Brown & Co., Boston, 1973, page 172.

CONCEPTS

INTRODUCTION

One basic set of tools students need are concepts that will give them a chance to organize and process the increasing mountains of information which confront them. This includes the bombardment of data and stimuli from all sources - not just the classroom. For a long time educators have been convinced that learning can best be organized around various centralizing themes or concepts.

To achieve this end, lists of concepts were gleaned from each of the social sciences. And the lists have grown; the teacher's edition of practically every text at every grade level is loaded with concepts. Many of these organizing labels are appropriate for exploring limited subject matter and gaining some small insight. For instance, once a student has grasped the concept of *irrigation*, it is easily applied - at least to certain phenomena. The concept may not need to be taught in later grades.

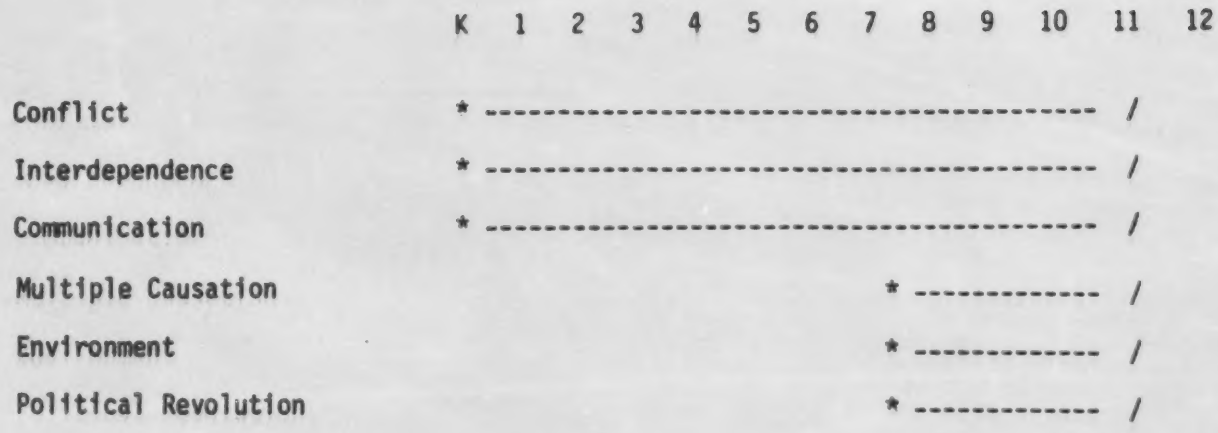
But notice this: a few of the words in those growing lists are of a different order. *Interdependence* and *conflict*, for example, are included in most collections of concepts. Those two words suggest something larger, more vital than *sea transportation, buying and selling*, or *political parties*. They are larger organizing themes; they represent forces that pervade our lives. The understanding of conflict and interdependence is important to understanding ourselves and the world around us.

To separate these larger themes from the extensive listings, we can call them *universal concepts*. They cut across disciplinary lines - each of the social sciences can shed some light on them. In fact, they go beyond the social sciences - other areas of exploration, such as literature, art, science - can offer valuable perspectives. These universal concepts also cut across longitudinal lines; that is, they should be dealt with at each grade level as a vital part of the learning process.

This idea of universal concepts can provide us with the kind of organizing themes we need. These over-arching concepts should be thought of as ways of looking at the world, lenses for seeing things from a certain perspective. They become analytical tools for pulling together seemingly diverse phenomena; students can apply them to their own lives and surroundings as well as to a variety of course materials.

Clearly if universal concepts are to have any value, there needs to be a sequence of development. As the child matures, he or she should be learning to apply a number of these lenses in an increasingly sophisticated manner. And even in the very early grades, the child should be able to explore how these concepts operate on the global level as well as in his or her personal life and surroundings. This does not mean that every class period should be devoted to concentration on one universal concept or another. Rather, the idea is that working with subject matter in a certain way at various times during the year will lead students to incorporate these perspectives into their thinking.

FLOW CHART


K 1 2 3 4 5 6 7 8 9 10 11 12
Conflict
Interdependence
Communication
Multiple Causation
Environment
Political Revolution

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INTRODUCTION
CONFLICT IN THE K-12 CURRICULUM

Conflict is a major force in nature and in people's lives. It has been part of the development of all past human societies. Indeed, we cannot conceive of any form of society, past or future, in which there will not be conflict. As we begin to know more about what it is and how it works, we improve our chances of coping with it more effectively. At the same time we come to understand ourselves better and see the world around us more clearly.

Of course, young people do learn about conflict - they encounter it dozens of times every day. But the knowledge gained is far from systematic; it is as likely to be misinformation as it is to be valid enough to serve as guidelines for decisions. In our schools, we tend to gloss over the subject, treating it as something unpleasant that should be handled as delicately as possible. A Stanford University group studied the way in which conflict was presented in social studies texts at the third and ninth grade levels. Their report stated that: "Not only are few problems presented; those that do exist are depicted as not severe. The majority of the examples of conflict in the books we analyzed, regardless of what issue was involved, tended to be presented either as neutral (24%) or as being carried out in a spirit of cooperation (71%)."

Children are also exposed to conflict on television, and here they encounter the idea that conflict is usually violent and resolved by violence. Adult programming is often criticized for its penchant for violence; children's programs are statistically six times as violent. The average child witnesses an estimated 18,000 TV deaths a year! (Statistics from a special news report, KPIX-TV, San Francisco, May 10-12, 1975.)

Clearly we must correct these distortions, and begin to deal with conflict in a more realistic way. Conflict is limited neither to friendly disagreements nor to murder and mayhem. One major objective should be to help students gain a healthy attitude toward conflict. This involves recognizing that conflict is a basic part of everyone's life. Rather than being an inescapable evil, it often serves positive functions. For example, conflicts over ideas of government contributed not only to American independence (through violence) but to the creation of a superb constitution (without violence). Without the need to work out conflicts, these things would not have happened. The Constitution itself is a master plan for expressing, regulating, and resolving conflicts.

By working through conflicts in a wide variety of settings, students will come to understand that:

- avoiding conflict is not necessarily a good way to deal with it;
- the belief that if everyone obeys the rules there will be no conflict is an oversimplification;
- there are many ways to express and resolve conflict; the socially accepted ways of resolving conflict are usually more successful than unaccepted ways;
- conflict is often *not* a win-lose situation; both sides can gain (or lose) some things.

To achieve such objectives, you will sometimes have to counter-balance text generalizations - particularly those generalizations based on the assumption that conflict is unpleasant and to be avoided. Some examples:

- if everyone obeys the rules, conflicts will go away;

- conflict is a sort of necessary evil; cooperation, the opposite of conflict, makes everyone feel better.

Texts do deal with the expression of anger, but it is also important to see other kinds of conflict - the opposition of ideas, the working out of differences, and finding solutions to problems.

A more open and sensible approach to the subject can serve a number of important goals. Understanding conflict:

- develops a more realistic self-awareness;

- contributes to knowledge of one's role as a group member and as a member of society;

- becomes a link for seeing relationships among a number of subject areas, especially literature, social studies, science and art;

- can be used as a lens for seeing more clearly the world around us - the natural environment, the local community, the global setting.

MAJOR OBJECTIVES IN TEACHING ABOUT CONFLICT, K-12

1. To develop students' understanding and acceptance of conflict as a natural and normal force in our lives.

2. To recognize that irrational conflict or violent conflict tends to be more destructive than conflict dealt with in socially accepted and non-violent ways.

3. To be able to see similarities in the dynamics of conflict at all social levels - personal, group, community, nation, world community.

4. To explore a wide variety of ways to express conflicts and to resolve them.

5. To accept the idea that conflict can be either harmful or beneficial (dysfunctional or functional).

6. To develop some of the tools needed to cope more successfully with a world characterized by constant and increasing conflict.

SOME KEY POINTS TO REMEMBER

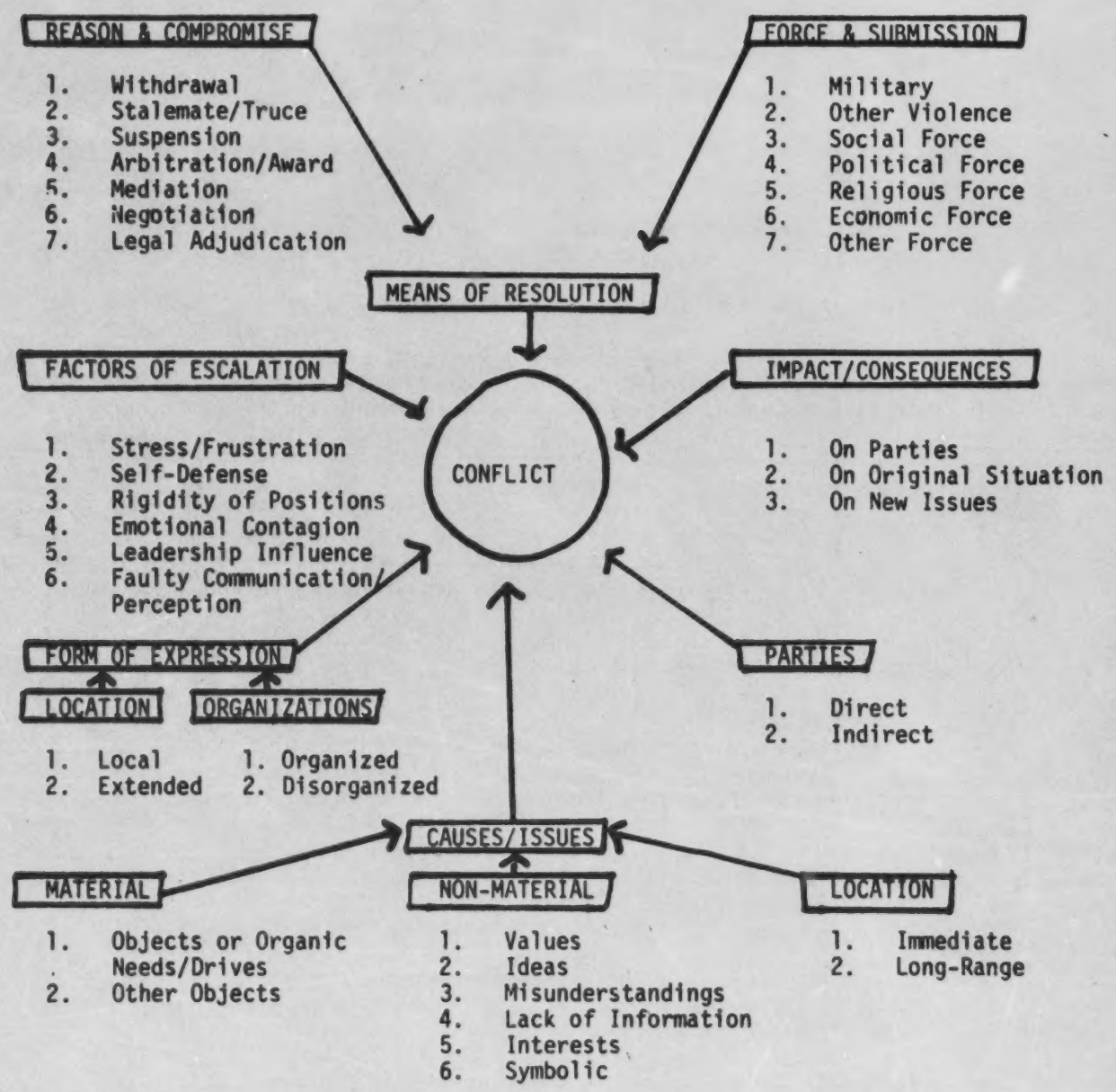
1. You do not have to deal with conflict - or any other universal concept - every single class period.

2. You should mention the label as infrequently as possible - hearing the words too often can have a negative effect.

3. Use the guide to find topics which lend themselves most readily to teaching a particular concept. This will help you avoid bending the subject matter to fit a concept. It will also reduce preparation time and the need for outside materials.

4. Draw on the other areas of experience as much as possible - life experiences, well-known news events, television programming, things that are going on in the students' other subjects, especially language arts and sciences.

5. While an important goal of these guides is to develop a better sense of the total world environment, you will find that much of the learning focuses on the concept without trying to stretch it to global implications. This approach is important: if concept is to work, the students must gain experience in as many different settings as possible - including their personal lives and their immediate surroundings as well as national and worldwide concerns.


REASON & COMPROMISE
1. Withdrawal
2. Stalemate/Truce
3. Suspension
4. Arbitration/Award
5. Mediation
6. Negotiation
7. Legal Adjudication
FORCE & SUBMISSION
1. Military
2. Other Violence
3. Social Force
4. Political Force
5. Religious Force
6. Economic Force
7. Other Force
MEANS OF RESOLUTION
FACTORS OF ESCALATION
1. Stress/Frustration
2. Self-Defense
3. Rigidity of Positions
4. Emotional Contagion
5. Leadership Influence
6. Faulty Communication/ Perception
IMPACT/CONSEQUENCES
1. On Parties
2. On Original Situation
3. On New Issues
CONFLICT
FORM OF EXPRESSION
LOCATION
1. Local
2. Extended
ORGANIZATIONS
1. Organized
2. Disorganized
PARTIES
1. Direct
2. Indirect
CAUSES/ISSUES
MATERIAL
1. Objects or Organic Needs/Drives
2. Other Objects
NON-MATERIAL
1. Values
2. Ideas
3. Misunderstandings
4. Lack of Information
5. Interests
6. Symbolic
LOCATION
1. Immediate
2. Long-Range

PART II

CONFLICT DESCRIPTION - NARRATIVE

The concept of conflict diagrammed on the previous page has four major attributes (rectangles):

1. originating issues (or courses)
2. methods of expression
3. means of resolution
4. impact (or consequences) of the conflict

All instances of conflict may be classified into one of three types: within an individual, between two or more individuals or between two or more groups. Any conflict, regardless of type, possesses the four attributes listed above; therefore, the attributes serve as useful guides in studying instances of conflict, past or present.

ORIGINATING ISSUES OR CAUSES

All conflicts grow out of needs (food, clothing, etc.) and wants (security, self-expression). The resources available to meet these needs and wants are limited. Limited resources and unlimited needs and wants produce the originating issues or causes of conflict. The major attribute "originating issues" consists of four sub attributes:

1. material issues
2. non-material issues
3. parties
4. locus

Originating issues are either "material" (territory, food) or "non-material" (values, ideas)

Originating issues may also be considered in regard to the "parties" involved in the issues. There may only be one person involved in a conflict (e.g. an internal conflict over which decision to make). A conflict may exist between two or more individuals or it could involve several distinct groups (e.g. WWI).

Finally, issues may be considered in relation to their "locus". The locus of some issues may be immediate while other issues may be long-range or historical in a chronological sense. The assassination of the Archduke Ferdinand at Sarajero is often seen as the immediate cause of WWI while other issues such as mounting militarism are considered long-range in nature. Similarly, some issues may be surface in nature while other issues are more fundamental.

METHOD OF EXPRESSION

The second major attribute of the concept "conflict" has two sub-attributes that serve as a guide in examining how a conflict is expressed. The expression may be "organized" and methodical or it may be disorganized and chaotic. The "locus" of the expression may be geographically local or it may be extended over a wide-ranging area.

MEANS OF RESOLUTION

The third major attribute has three sub-attributes that provide a guide for studying the resolution of a conflict. Any means or resolution will involve one or more "agents" or agencies through which the resolution proceeds. Attempts at resolution fall into two categories - "reason and compromise", and "force and submission." In either category there are several approaches that may be used. The key characteristic distinguishing the two categories is the element of force. In the category "reason and compromise' a resolution may be achieved by applying some "rules of the game" that have previously been agreed upon.

IMPACT

The impact or consequences of a conflict has three sub-attributes of a conflict that can be examined. All conflicts have an impact on the parties involved and the original issues. Conflicts often, if not always, lead to new problems or issues.

PART III

Here are some questions suggested by the sub-attributes of the major attribute "means of resolution."

1. Which means of resolution were tried?
2. Which means of resolution did each party favor? Why?
3. How was the conflict eventually resolved? Why?

The question "why" could be used to good avail at many points. It is a natural follow-up on other questions.

While each attribute suggests one major question, each of the related sub-attributes suggests at least one question. For example, the three sub-attributes for "impact" suggest the following questions:

1. What was the impact or consequences of the conflict on the original issues?
2. What new issues developed?
3. What were the consequences of the conflict of each parts?

Major questions suggested by the concept of conflict.

Four basic ouestions to ask when studying any conflict, past or present, are suggested by the four major attributes (rectangles). The questions are phrased as if the conflict were historical.

1. What were the originating issues or causes of this conflict?
2. What were the forms in which this conflict is expressed?
3. What were the means of resolution that were used?
4. What was the impact of the conflict?

There are several secondary questions, variations of these four questions that can be used. For example, one might ask the following questions about the major attribute "originating issues."

1. Were there any non-material causes or issues?
2. What role did territorial needs play in the conflict?
3. What issues was each of the parties most concerned with? Why?

Not all of the questions suggested by each circle (the sub-attributes) will be useful for a particular conflict. For example, it may not be fruitful to ask "what attempts were made to resolve the conflict through negotiations?" if no such efforts were evident. All of the major and sub-attributes of the concept, however, are useful in that they alert the inquirer to the various aspect to look for in <u>any</u> conflict.

CONFLICT

Objectives

Resource - Patterns of Human Conflict (Schloat)

KNOWLEDGE

By the end of the unit, the students will know that:

1. conflict is universal - it has existed throughout man's history;
2. it exists on all levels of social organization - personal, group, community, national, and international;
3. conflict can either be socially useful (functional) or harmful (dysfunctional);
4. conflict is related to, but not synonomous with, violence and aggression;
5. most human conflicts are resolved without violence;
6. violence, including war, has often been a socially sanctioned means of resolving conflict;
7. among the non-violent means of resolving conflict are cooperation, compromise, changing goals or values, stalemate or truce, withdrawal, legal or legislative settlement, and arbitration or award;
8. among the factors affecting the intensity and escalation of conflict are increased stress and frustration, self-defense, social setting, emotional contagion, leadership, and faulty communication or perception;
9. understanding conflict increases the possibility of managing it more successfully;
10. each of the major social sciences contributes to our understanding of thic concept.

SKILLS

In the course of this project, the students will:

1. devise a working definition of conflict; a set of hypotheses to be tested against examples, experiences, and case studies;
2. identify and analyze conflict situations at all levels of social organization;
3. apply social scientific findings to conflict presented in the text and in audio-visual materials, within students' own lives and immediate environment, and in situations encountered in other subject areas;
4. assess ways of resolving conflict without resorting to violence;
5. role-play a conflict situation, arriving at their own resolution;
6. analyze conflict in a variety of modes: short story, poetry, play, journalism, social scientific studies, essays (articles), personal experience, role-playing situation, photographs, sound and silent filmstrips.

ATTITUDES

The students will work toward such goals as:

1. accepting conflict as a natural and normal aspect of life;
2. realizing that conflict can be avoided, but at the risk of ignoring underlying tensions and frustration;
3. understanding that, while violence may have served certain functions throughout history, modern weaponry and global interdependence make resorting to violence increasingly dysfunctional;

4. being willing to resolve conflict without resorting to violence;
5. understanding that violence can lead to social change, but that this does not make it the best way or the only way;
6. recognizing that our basic social institutions, while far from perfect, offer countless ways of expressing and resolving conflicts.

Grade 11

Procedure:

Part 1 - "The Meaning of Conflict"
review

Part 2 - Episode 2 - "Selma"
(American People Unit - Civil Rights)

Part 5 - "Saving Spaceship Earth"
(American People Unit - Population)

Part 3 - "Conflict in American Literature"
(America in Historical Perspective Unit - Mass Media or Creativity)

Grade 12

Procedure:

Part 1 - "The Meaning of Conflict"
review

Part 2 - Episode 1, "Diary"
(Sociology Unit III, Ch. 7)

Part 5 - Filmstrip "Community in Conflict"
(Sociology Unit V, Ch. 18)

INTERDEPENDENCE IN THE K-12 CURRICULUM

Interdependence means simply *mutual dependence* - parts of a whole depending on each other. The significant thing about this simple definition is that it describes one of the basic and important features of the world we live in. When we talk about such things as the Shrinking Planet, or Spaceship Earth, or the Global Village, we are acknowledging the fact that the human species is being more tightly bound together with each passing day. We find ourselves living in huge global webs, although awareness often comes only when some sudden jolt in one of the strands - like the Energy Crisis - reverberates through all the others.

The forces at work creating this village environment are not hard to find - the continuing innovations in technology, mass communications, and high-speed transportation working on such tendencies as the urge of business to expand, the scattering and overuse of scarce resources, the desire of the have-nots to have something, the uncontrolled growth of population, and the age-old belief in fighting for what one wants. Taken together, all these elements magnify our Spaceship proximity, making us inescapable partners with our fellow passengers.

Actually, there are probably few of us who want to be neighbors with four billion other humans. Tribalism developed long before tele-communications, and we have always been suspicious of anyone from outside the village limits. But now suddenly the borders between villages have become blurred.

Being tied so closely to others does not necessarily mean that a sense of world community is the inevitable outcome. But this is the mistake our texts so often make. We teach children how communities depend on each other, how different regions of the nations are interdependent, and occasionally, that these interdependent strands (at least economic ones) stretch to the coconut groves of the South Pacific, the oil fields of the Middle East, or the manufacturing centers of Japan. The student, if he or she is encouraged to think in global terms, sees an extension of local voluntary inderdependence - like the friendly farmer producing food for the city workers.

Unfortunately, global interdependence is considerably more complex than mutual dependence within a nation or region. Intervening variables such as nationalism, racism, ethnocentrism, and the lack of accepted rules make the equations untidy. In fact, contact may create just the opposite of increased understanding, despite acknowledged common ties. Indeed, the most violent of wars have always been those which involved people who had common ties.

A major goal of education, therefore, must be to help students understand the ambiguities of global interdependence. There are parallels in the way interdependence operates at all levels from the nuclear family to the world family. Interdependence, at each of these levels, contains the potential for integration but also for conflict. The enormous task we face, then, is to help young people understand exactly what interdependence is and what factors can be fostered to maximize its potential for good.

MAJOR OBJECTIVES IN TEACHING ABOUT INTERDEPENDENCE, K-12

1. To increase students' awareness of the forces creating global interdependence.

   a. The continuing revolutions in industrialization, transportation, communication

   b. The problems which bind us, such as population pressures, gaps between rich and poor, the uneven distribution of goods and scarce resources, the need to control violence.

2. To increase students' understanding of the ways in which global interdependence influences the lives of the individuals, families, communities, and nations.

3. To increase students' acceptance of the idea that interdependence can create new problems as well as the potential for a better life.

4. To help students explore some of the factors which make it difficult to live within our "webs of interdependence";

   examples: Tribalism (including nationalism)

   egocentrism and ethnocentrism

   increased competition for scarce resources.

5. To help students develop the tools needed to analyze the various systems and subsystems which make up the global webs - economic systems, political systems, ecosystems, etc.

General Objectives

Students should:

1. be able to use the concept as a means of understanding the global implications of events and trends encountered in standard course work.

2. be able to analyze the urbanization process as one of the forces creating an increasingly interdependent world.

3. be able to explore hypotheses on the nature of global interdependence and how that interdependence influences people's lives.

4. learn to analyze specific cultures in terms of their relationship to global patterns.

5. be able to relate events in one's life or community to worldwide concerns.

6. be able to explore beyond text materials to deal with such matters as multinational corporations and the use of the world's oceans.

7. be able to question the viability of national solutions to trans-national problems.

8. be able to reduce their ethnocentric thinking by learning to view the total world environment.

9. be able to extend thinking and questioning from the past or present into the future.

LESSON 1: HEADLINES

The daily newspaper is full of stories reflecting the need for transnational approaches to global problems. Try using the headlines as a way to introduce the complex question of what means best fit what needs for decision making and control.

OBJECTIVES

Students will:

1. use newspaper headlines to discover how major events illustrate global interdependence.

2. infer ways in which news events are interrelated.

3. evaluate the positive and negative aspects of national interest in the modern world.

4. evaluate the success and limitations of transnational organizations.

PROCEDURE

The following headlines are all taken from the New York Times of March 11, 1974. Discuss these with your class, then send students to their own newspapers for a further activity on national vs. transnational governing. For more background on the Times stories and further information on the subject in general, see the article by William A. Nesbitt and Charles Bloomstein, "Should the Nation Give Way to Some Form of World Organization?" in Controversial Issues in the Social Studies: A Contemporary Perspective, (1975 Yearbook of the National Council for the Social Studies).

1. Arabs Postpone Talks for Ending Oil Embargo

2. Venezuela May Nationalize Her Oil Reserves

3. World Bank Reports Critical Food Shortages, Rising Discontent in India

4. Consumers in U.S. Face Competition for American Food

5. Survey Shows Top U.S. Marketing Executives Favor Rationing of Scarce Raw Materials

6. Environmental Protection Agency Clashes With White House Over Revision of Clean Air Act to Allow More Coal, Nuclear Fuel Use

7. Gloom in European Common Market Meeting: Plans Fail Because of "National Egotism" in Trade for Expensive Food and Energy

QUESTIONS FOR DISCUSSION

1. How many of the issues in these headlines involve more than one country? (They all do.)

2. How many connections do you think there are among these separate stories? Is there any connection, for instance, between 1 and 3? Between 5 and 6? Between 2 and 7?

3. What reasons can you find in the headlines for why nations don't always cooperate to solve world problems? (competition for scarce goods, nationalism, conflicting interests).

4. Does action "in the national interest" with regard to global problems always mean "national egotism," or is it sometimes needed? You may wish to examine some particular issue further in this light; nationalization of oil in Venezuela, for instance, reduced U.S. oil companies; profits and raised world oil prices somewhat, but it gave the Venezuelans needed funds and new dignity.

5. Two transnational organizations mentioned in the headlines are the European Common Market and the World Bank. Others involved in the stories are OPEC, CARE, multinational corporations, and the United Nations. Does any transnational organizations automatically improve the world situation? Why or why not?

FURTHER ACTIVITY

Collect stories from your own city newspaper dealing with issues that have some effect beyond U.S. borders. Discuss connections among the stories. Then have students write editorials (about single stories or groups of stories that are connected) suggesting how transnational solutions might be worked out - either through existing channels or by realistically forming new international groups.

LESSON 1: NATIONALISM

Nationalism and Global Society

This topic is concerned as much with future possibilities as with the present implications of global interdependence. It provides a good way of pulling together previous learning centered around one concept; in fact, it probably shouldn't be approached until the class has dealt with other aspects of the world environment.

The major question involved here is: How can a world divided into 150 sovereign nation-states cope with concerns which have little to do with national boundaries? The question should not be limited to courses dealing with "International Relations" - it should be an essential part of any high school education.

1. Exploring large generalizations

Increasingly, the world's political leaders, scholars, journalists and scientists have directed their energies toward analyzing just what global interdependence means to our lives and to the possible alternatives for the future. You might try using statements of conclusions reached by some of these people. The class can use the generalizations as hypotheses to test; they can also be the take-off point for debates, research and report assignments, panel discussions, and simulations of decision-making. You might also give some students the chance to develop slide shows (using published photos as well as the local environment) to illustrate some of the key points.

Here are some sample quotations:

a. Columbia University scholar, Emile Benoit:

"It is the writer's belief that the universe of seemingly sovereign political entities will gradually disappear as mankind grows to understand the basic facts of its interdependence and learns to fashion tools more consistent with them."

(1) How can such a statement be justified? Challenge the class to think of specific concerns that cannot be handled by individual nations.

(2) What are some of the "basic facts" of global interdependence which are not in the nature of urgent problems?

- For example, how does the world's economic system make it difficult for a national government to make effective decisions regarding its own economy?

- In what ways do multinational corporations offer a challenge to nation-state authority?

- Does rapid transportation and instant communication contribute to the possibility that the nation-state is becoming obsolete?

(3) Do you think Benoit underestimates the power and importance of national loyalties?

(4) What are the alternatives to the present system of nations? (Consider regional groupings as well as various world political organizations.)

b. The late U Thant, in a 1969 speech, said: "I do not wish to seem overdramatic, but I can only conclude from the information that is available to me as Secretary-General that the members of the United Nations have perhaps ten years left in which to subordinate their ancient quarrels and launch a global partnership to curb the arms race, to improve the human environment, to defuse the population explosion, and to supply the required momentum to world development efforts."

(1) What progress has been made since U Thant made that grim statement? How do you think he would respond to the present situation if he were alive today?

(2) Why is there such a sense of urgency in his tone?

(3) To what extent and for what reasons do you agree with his assessment?

c. India's Prime Minister Indira Gandhi:

"It is an oversimplification to blame all the world's problems on increasing population. Countries with but a small fraction of the world population consume the bulk of the world's production of minerals, fossil fuels, and so on....on the one hand the rich look askance at our continuing poverty - on the other they warn us against their own methods. We do not wish to impoverish the environment any further and yet we cannot for a moment forget the grim poverty of large numbers of people."

(1) Whatever methods you can devise that will help students understand the feelings of Third World peoples are important. Reading personal accounts and viewing films can be useful.

(2) In role-playing or simulated settings, see if the students can grasp the reaction of persons in a developing nation who are told that the only way to save their country is to stop population growth.

(3) Prime Minister Gandhi is a strong supporter of population control. But what other factors does she think must be involved at the same time?

(4) The quotation hints at some of the frustrations felt by those on the losing end of the rich-poor equation.

- How would you express those frustrations in your own words?

- Do you think the rich nations have an obligation to help the poor nations? To what extent?

d. English international affairs specialist, John W. Burton:

"Whatever our occupation or interests, each of us needs to be informed about our wider environment, how we affect it, and how we are affected by it. In particular, we need to have insights into changes that are likely to occur, such as population growth, technological change, social and political change and market changes, so that we can anticipate them, and plan our individual and collective lives accordingly."

(1) Is Burton's statement optimistic? Pessimistic? Or, a combination?

(2) How do the students feel their own lives and futures are influenced by the concerns he mentions, which have been studied in other parts of the course?

(3) See if the class can pick out examples of how life in their community can be altered by a greater understanding of "our wider environment."

2. Exploring steps toward world cooperation - the world conferences.

Course material on regional cooperation, such as the European Economic Community, and the U.N. functions - particularly those concerned with population, hunger, environment, economic development and women - would fit in well here. At the same time, you might take on study of the recent world conferences as indicators of growing awareness of our interdependence and possibly as beginning steps in the right direction.

a. Have small research groups analyze the work of recent world conferences dealing with such concerns as women, environment, food, population, the oceans. They should have some specific questions in mind to guide their research reports and discussion.

(1) Is there significance in the fact these conferences have been held - why are the world's nations meeting?

(2) What positions have been taken by specific nations - e.g. how does the U.S. position differ from that of (1) West European, (b) hemispheric, or (3) Communist countries? What evidence do you find of tension between developing countries and the "rich nations?"

(3) Note specific cases of conflict between national interests and world interests.

(4) Have the conferences had any successes - why is there usually a lack of agreement on key issues?

b. After reports and discussion have the class consider the question of whether or not such conferences are worthwhile. You can turn this into a debate topic if strong differences of opinion emerge.

The students should also be able to consider this idea: Many have expressed the conclusion that the major crises faced by humanity today - war, arms races, poverty and hunger, environmental pollution, the oceans, population growth - can not be dealt with separately. To what extend would the class agree or disagree with this assessment?

3. Exploring the question of loyalties - does increasing interdependence threaten loyalty to the nation?

a. For a long time, people have belonged to groups that are international - church, youth organizations (such as boy scouts, girl scouts, Y.M.C.A., Y.W.C.A., etc.). Why don't people worry about the loss of loyalty with such organizations?

The class should see that the functions are basically local - no international power group is making key decisions about local units, except in the case of some religious denominations.

b. Find examples of international agreements that have worked - e.g. International Postal Union, communications and shipping agreements. Why don't these seem to threaten national loyalties?

They are purely functional, voluntary agreements.

What recent trends do create concern about national loyalties? Why is organized labor arguing for strict controls of MNC's? Why do some Americans feel the U.S. should withdraw from the U.N.?

c. How far can multiple loyalties go? Is it possible to have a feeling of loyalty to world society and to one's own nation?

What happens if national interests run counter to global interests? For example, at the 1974 World Food Conference, developing nations asked the U.S. for one million tons of grain as a token of commitment to the battle against starvation. The U.S. said this was impossible - at the same time, selling more than that amount to the Soviet Union as a means of strengthening detente. How does the class feel about this sort of decision?

- Speculate on other possibilities. Suppose that:

(1) The U.S. could ease world starvation by reducing meat consumption by 10% (it takes 6-7 pounds of grain to produce 1 pound of beef), would the class be willing to make this sacrifice? Why, or why not?

(2) A U.N. resolution requested the rich countries to contribute 10% of their national income to ease the food crisis and aid development (we now give less than 1% of our GNP in aid). Would Americans agree?

- The class should be able to find other cases where national or individual interests seem to collide with world interests. What ideas do they have about easing these conflicts? Suppose, for instance, the class formed an American delegation to a World conference. Would it be right to advocate a plan - such as free grain distribution - that might result in lack of profits to some Americans? If so, how would they justify their position?

d. Simulate a World Conference.

- Particularly after the class has been dealing with the above topics - or after study of particular nations (developed and developing) try creating a simulation of a world conference.

- Pick a specific concern to deal with - environment, population, etc.

- Assign different students to represent different countries, including the U.S. Outside reading is probably necessary to create realistic stances for each participant.

- As the class tries to reach agreement or formulate a plan, notice the places where loyalty to one's nation (or national interests) seem to pull away from cooperating.

- Discuss these feelings in debriefing the activity.

- Encourage the class to speculate on how growing awareness of global interdependence might contribute to greater cooperation.

COMMUNICATION IN THE K-12 CURRICULUM

We will be using the term *communication* in its broadest sense - it encompasses the many ways of sending and receiving messages between people, as well as learning to deal more effectively with the various forms of mass media. The latter, for example, would include distinguishing fact from opinion, identifying hidden messages, and analyzing the influence of the media on lifestyles and personal decisions.

The following is a list of some of the goals developed in this set of guides. The list is not definitive or final. You will probably discover that other goals are also being met and, of course, you may not be working toward all of these at a given grade level. It is important to keep in mind that our basic aim is to provide students with a beginning mental image of what is involved in the word communication. Only in this way can we avoid the all-too-common situation in which students create their own mental image which turns out to be distorted or inadequate and thus fails to aid them in processing information.

Through experience, the student will gradually add to and modify his or her idea of communication. This will be achieved by applying the concept in increasingly sophisticated ways to a wide variety of subject matter. Thus, the overarching goal is to learn to use this concept as one more tool for making sense out of the world around one.

GOALS OF LESSONS FOCUSING ON COMMUNICATION

Students will:

1. recognize that communication includes not only language and artistic expression, but also appearances and behavior;

2. understand that clear communication involves quality as well as quantity - i.e., we can talk with friends or family members at great length and still miscommunicate;

3. perceive that the increased quantity of communication across national or cultural boundaries does not necessarily lead to understanding and acceptance;

4. gain experience in coping with such barriers to clear communication as

   - cultural differences in behavior and values,
   - misperception,
   - language differences,
   - ethnocentrism,
   - stereotyping;

5. improve skills in writing, speaking, listening, and interpreting non-verbal forms of communication;

6. experiment with various forms of self-expression in writing and art forms;

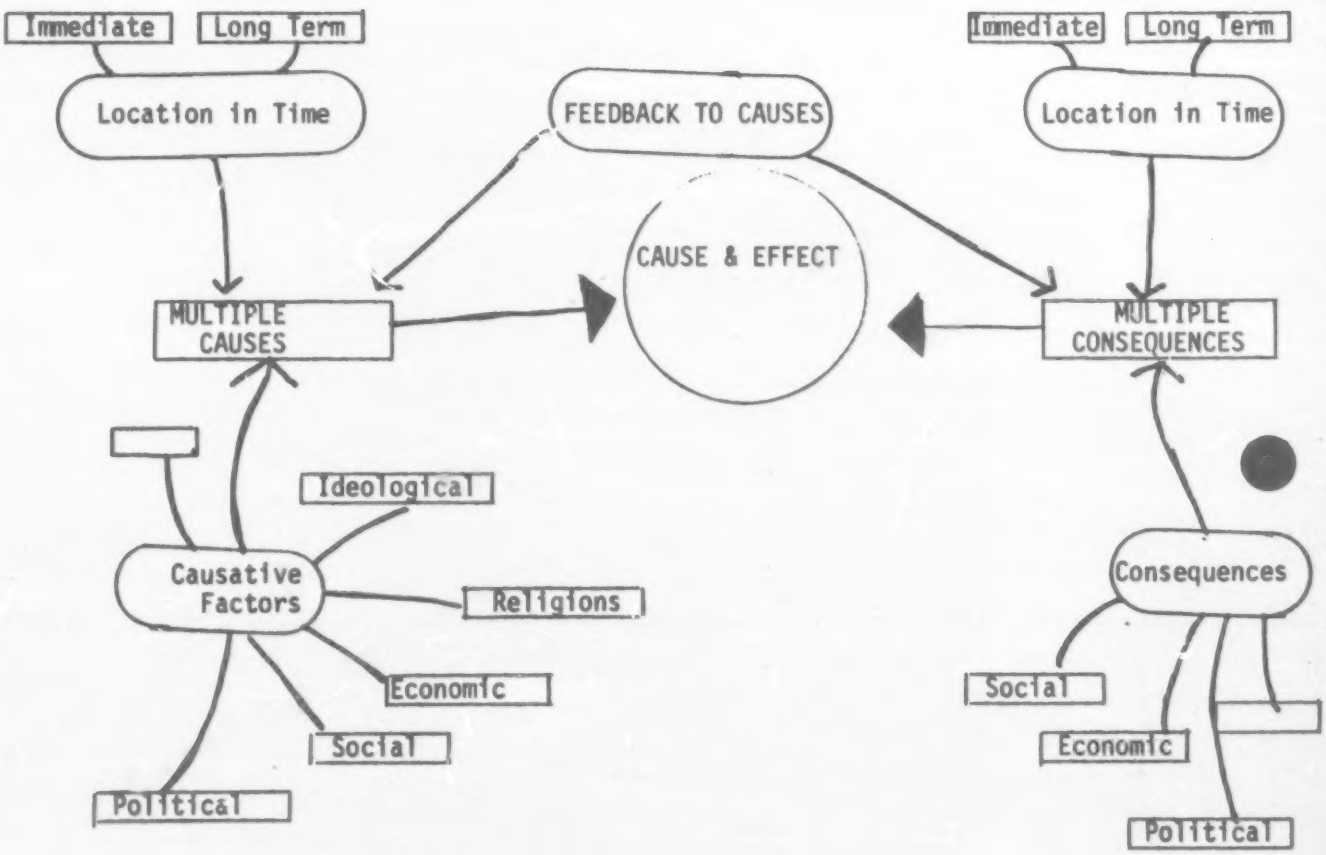
7. understand that good communication depends on language and thinking skills - including logic and the ability to recognize and analyze alternatives;

8. gain appreciation for the rich spectrum of ways in which humans convey messages to each other;

9. compare human and animal means of communication and cultural similarities and differences in communication.

CONCEPT: CAUSE AND EFFECT (of an event)

Part 1 Diagram



CONCEPT: CAUSE AND EFFECT

Part II: Narrative

This concept has two major attributes: Multiple causes and multiple consequences. The concept conveys the idea that most events usually have several (multiple) causes and several (multiple) consequences.

The multiple causes attribute alerts us to think of causes in two ways. On the one hand we can think of the "causative factors." There could be many kinds of causative factors for a particular event. The diagram sets forth several factors that a social scientist or historian might consider. On the other hand, we can think of the causes in terms of their location in time. Some causes may be immediate while others are long-range in nature.

The major attributes "multiple consequences" alerts us to think of consequences in three ways:

1. In terms of their location in time - immediate or long term.

2. In terms of the kinds of consequences that may follow from a particular event.

3. In terms of feedback, that is, in terms of how the consequences of an event may in turn have some impact on the original causative factors. For example, corruption in the Roman Catholic Church helped cause the Reformation. One consequence of the Reformation was an effort to clear away the corruption. Thus a consequence can have an impact on the original causative factors.

Part III: Questions

1. What are (were) the causes of this event? (consider factors)

2. What are (were) the consequences of this event?

3. What were the long-term (immediate) causes - or consequences - of this event?

4. What effect (feedback) do certain consequences have on the causative factors?

INSTRUCTIONAL OBJECTIVES

CONCEPT: CAUSE AND EFFECT

Introduction Phase Objective

After introducing the concept of Cause and Effect, the student will recognize that every event is preceded by a series of causes and results in a series of effects.

Suggested Activities;

- Given a series of materials (reading materials, materials on wars, revolution) have the students group and differentiate the causes and effects.

Mastery Phase Objective

Given an example of Cause and Effect, the student will be able to write two major questions derived from the concept of Cause and Effect. The answers to these questions should provide a knowledge of Cause and Effect.

At the mastery level, the student will be able to diagram the concept of Cause and Effect. The diagram will present the essential features of the concept in an organized fashion.

At the mastery level, the student will be able to demonstrate an awareness of a value of understanding the concept of Cause and Effect.

EVALUATION ITEMS

CONCEPTS: CAUSE AND EFFECT

Evaluation Items for Cause and Effect:

Item 1 Problem solving - given a list of items, the student is to organize them in terms of Antecedent factors, Action, and Resulting factors.

Antecedent factors	Action	Resulting factors
1.		1.
2.	The	2.
3.	Crusades	3.
4.		4.
5.		5.
6.		6.

A. Turkish capture of the Holy Land
B. Religious zeal of some Europeans
C. Weakening of feudalism
D. Desire for wealth
E. Increase in power of king
F. Expansion of monetary system
G. Interest in trade
H. Increase in trade
I. Promise of prestige
J. Growth of town in Europe
K. Cultural diffusion
L. Call for help from Pope Urban II
M. Accumulation of Wealth

Item 2 Which statement best illustrates the principle of multiple causation of human behavior?

A. To each according to his or her needs
B. Environment and heredity are constantly interacting
C. Geographic differences account for variations in civilizations
D. Wealth and power go together

Item 3 From the list below, select one of the problems facing the U.S. For the problem selected, (a) analyze the problem in terms of its possible causes and its effects on American life, and (b) discuss a course of action for dealing with the problem showing how this action attacks the causes or the effects of the problem.

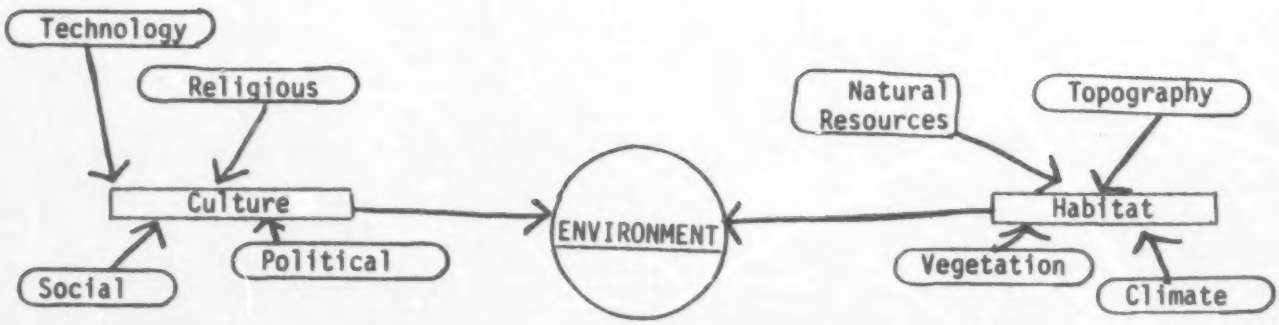
(1) Alienation of youth
(2) Crime
(3) Drug Abuse
(4) Pollution
(5) Poverty
(6) Racial Conflict

Item 4 What are the main differences between causes and effects.

Item 5 Working in groups, the students will brainstorm, label and diagram essential components of the concept of cause and effect.

CONCEPT: ENVIRONMENT

Part I: Diagram



CONCEPT: ENVIRONMENT PART II: Narrative

The concept of Environment as diagrammed has two major attributes:

1. Habitat or natural Environment
2. Culture or man-made Environment

HABITAT OR NATURAL ENVIRONMENT

The natural features of environment can be classified as follows:

1. Topography
2. Climate
3. Natural Resources
4. Vegetation

Topography features such things as plains, mountains, valleys, islands and other natural land formations and features which may limit man's development. For example, it is difficult or almost impossible to farm on mountains and plains may leave people open to invasions.

Climate, or the average weather conditions over a long period of time in a given area, affects the way people live and work. Desert conditions definitely limit people's work and lifestyle, as does a rainforest climate. People must then learn how to adapt to their climate in many ways.

Natural resources include various types of soil, forests, animals, minerals, and water. Some of these are renewable while others are not. Forests can be replanted but minerals usually cannot be replaced.

Vegetation is a fourth category of natural features that may exist in a habitat, including types of grasses, trees, and other plant growths.

CULTURE OR MAN-MADE ENVIRONMENT

Culture can be classified into the following:

1. political
2. social
3. technology
4. religion

Earliest man traveled in very small groups of family and clan relationships. He was more interested in hunting and gathering than farming and therefore needed little organized governments. However, as time went on, he settled on the land to form farms, communities and towns for protection and help for the land he had. As these grew, more organization was needed which caused the growth of more complex political units, such as states, kingdoms and countries.

Man is said to be a social being and therefore we see his relationships with other people from the simplistic family units to the more complex societies of our present day. His family was his only concern at first but this soon branched out to the tribal relationship and ultimately to his interest in the nation of which he is a part.

CONCEPT: ENVIRONMENT (CONT'D)

Technology is the way in which man chooses to meet his needs by use of tools or other instruments. This has evolved from the simple tools for hunting and gathering, to the more involved tools of agriculture, and finally to the very complex things needed for our industrial society.

Religion is defined as man's way of answering questions of existence and the world around them. He might use a supreme being or beings, spirits, ancestors, or simply a humanistic explanation for all things. These systems, whether simple or complex, are a part of man's way of life.

INSTRUCTIONAL OBJECTIVES

CONCEPT: ENVIRONMENT

Introduction Phase Objective

After introducing the concept of Environment, the student will be able to understand that environment is made up of the physical or natural conditions and the cultural influence.

Suggested Activities:

1. draw a picture of your house
2. map your neighborhood
3. diorama - house and surroundings
4. show and tell demonstrations
5. role playing (Ex. introduce George Washington to your residence - this is where I live and describe the surroundings, etc.)

Mastery Phase Objective

At the mastery phase, the student will be able to show the interrelationship that the topographic features, climatic features, natural resources, and vegetation have on the natural section of the environment.

The student will be able to show how the level of technology, social and political division and religions are cultural elements of the environment.

Given an unfamiliar environment, the student will be able to analyze it in terms of the habitat and cultural components.

Given an unfamiliar environment, the student will be able to write two major questions derived from the concept of environment. The answers to these questions should provide a knowledge of that environment.

At the mastery level, the student will be able to demonstrate an awareness of the value of understanding the concept of environment.

EVALUATION ITEMS

CONCEPT: ENVIRONMENT

Evaluation Items for Environment:

Item 1: Given a series of pictures or slides, dealing with a particular environment, the student will make deductions concerning its physical and cultural elements.

Item 2: Working in groups, the students will develop two major questions related to the concept of environment, the answers to which should provide a knowledge of that environment.

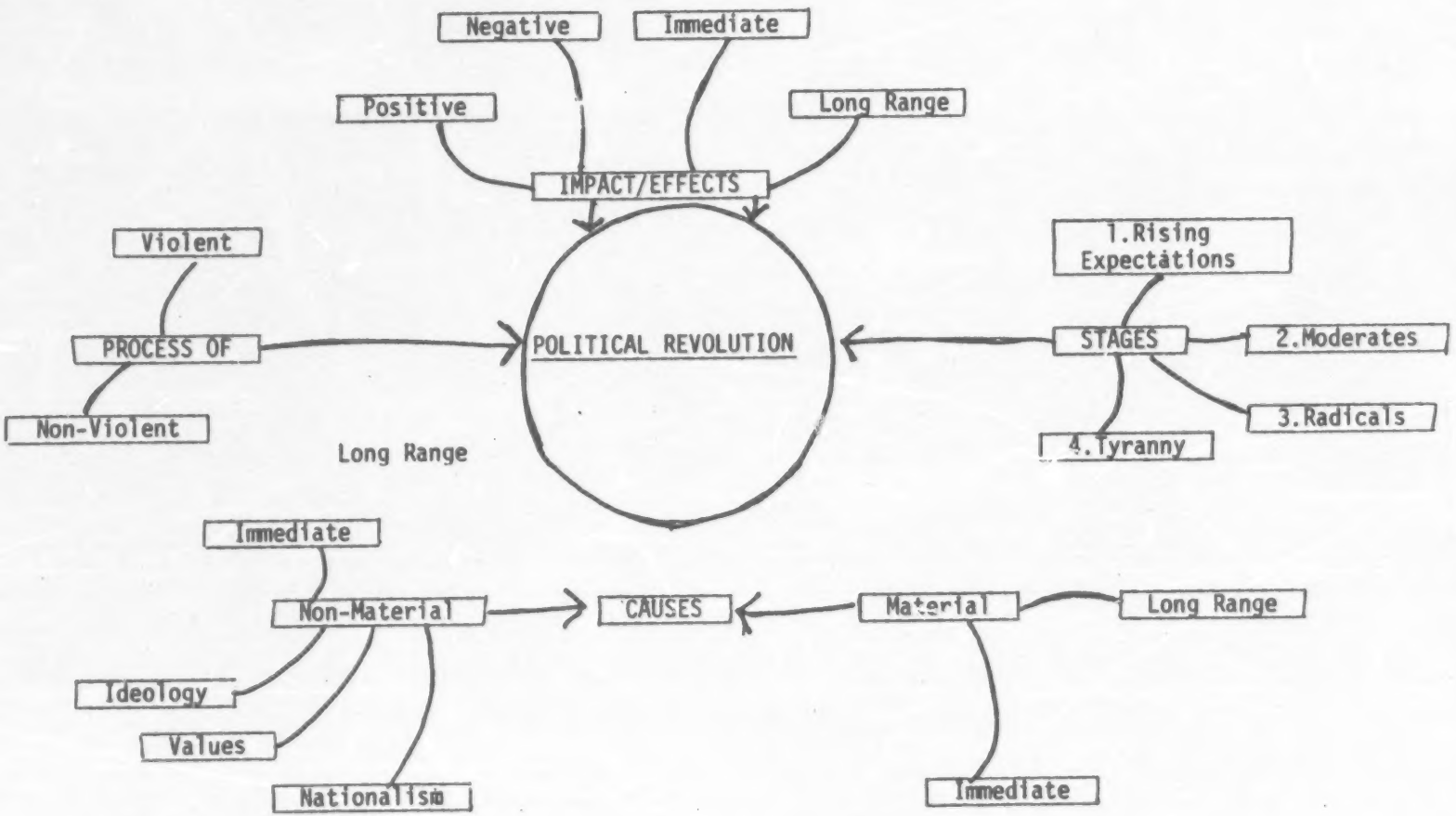
Item 3: Through the process of brain storming, labeling, and diagramming, students working in groups will develop the concept of environment.

Item 4: List 3 out of 5 types of topographic features which are found in the natural part of the environment.

Item 5: "Man will use the natural part of his environment in order to meet his basic needs."

This generalization is derived from which of the following concepts?

a. social division
b. protest
c. habitat
d. scarcity


Negative
Immediate
Positive
Long Range
IMPACT/EFFECTS
Violent
PROCESS OF
Non-Violent
Long Range
POLITICAL REVOLUTION
1.Rising Expectations
STAGES
2.Moderates
3.Radicals
4.Tyranny
Immediate
Non-Material
Ideology
Values
Nationalism
CAUSES
Material
Long Range
Immediate

INSTRUCTIONAL OBJECTIVES

CONCEPT: POLITICAL REVOLUTION

Introduction Phase Objective

After introducing the concept of Political Revolution, the student will recognize the causes and the effects of Political Revolution.

Suggested Activities:

- visual aids - film relating to the revolution and grouping causes and effects of the political revolution
- reading excerpts from sources relating to political revolution and grouping types of causes and effects of political revolution
- role playing - given a role on a 3 x 5 card, the student will role-play the following:

    1. the colonists and the British tax collector
    2. home owner, family, quartering of the Red Coats
    3. Boston Tea Party
    4. Paul Revere's Ride

Mastery Phase Objective

Given an unfamiliar example of Political Revolution, the student will be able to identify 4 major questions of the concept of Political Revolution. The answer to these questions should provide the knowledge of the example of Political Revolution.

At the mastery level, the student will be able to apply Brinton's theory to one of the following revolutions:

a. American
b. French
c. British
d. Russian

At the mastery level the student will be able to diagram the concept of Political Revolution. The diagram will present the essential features of the concept in an organized fashion.

At the mastery level, the student will be able to demonstrate an awareness of the value of understanding the concept of Political Revolution.

- In a revolutionary state, vocal critics emerge who create a myth about the coming of a Utopian society and decry the evils of the existing regime.

- In revolutionary societies, moderate leaders take over after the old regime is overthrown; the moderates are eventually overruled by extremists.

- When extremists take control of the government during a revolution, a reign of terror ensues.

Questions:

1. What are the three major attributes of political revolutions?

2. What are the three major causes of revolutions?

3. Name a positive, negative, immediate, and long-range effect of a specific revolution.

4. What are the four stages of a political revolution which has been adapted from Crane Brinton?

EVALUATION ITEMS

CONCEPT: POLITICAL REVOLUTION

Evaluation Items for Political Revolution:

Item 1: Which would be most likely to appear in a motion picture dealing with the French Revolution?

a. the release of a man imprisoned under a lettre de chachet
b. a scene in a voting booth
c. a battle featuring armor-clad soldiers
d. a child working in a textile factory

Item 2: Working in groups, the students will brainstorm, label and diagram the essential components of the concept of political revolution.

Item 3: A study of violent revolutionary activities since 1945 would seem to support the generalization that:

a. revolution always maintains the same ruling classes in power
b. all revolutions during this period have been part of the international Communist conspiracy.
c. victorious revolutions are merely puppets of the major world powers
d. Governments active in behalf of the people's well-being are less likely to experience a revolution.

Item 4: "Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it."

The author of this quotation defended the American Revolution on the grounds that in his view,

a. cultural diversities necessitated the rebellion
b. unjust laws were forced on the colonies
c. mercantilism curtailed the southern economy
d. religious sepratists desired autonomy

Item 5: Revolutionary movements have exerted a strong influence in various parts of the world.

Given specific evidence, show how each of <u>two</u> revolutionary movements have helped to bring about specific changes in one particular nation of the world (a different nation may be used for each revolutionary movement).

Item 6: Which of the following authors had the least influence on a major revolution?

a. John Locke
b. Jean-Jacque Rousseau
c. Emmanuel Kant
d. Karl Marx

Item 7: (Essay) One generalization concerning political revolutions was developed by Crane Brinton. He believed that political revolutions seemed to evolve through 4 distinct stages:

Stage 1 - rising expectations
Stage 2 - revolution controlled by the moderates
Stage 3 - revolution controlled by the radicals
Stage 4 - evolvement into some form of tyranny

Select two of the following revolutions and show how they either support or refute this generalization

a. The French Revolution
b. The Glorious Revolution
c. The Russian Revolution
d. The American Revolution

Item 8: A study of the causes of the American Revolution of 1776, the French Revolution of 1789, and the Russian Revolution of 1917 best supports the generalization that revolution is most likely to occur when:

a. those in power are resistant to change
b. a society has a lower standard of living than those around it
c. a society has become industrialized
d. stable governments are in power

RESPONSE FORM

1. Do you feel that the overall format of the Concept unit was appropriate for your grade level?

2. Were the lessons appropriate for the development of each concept?

3. What additional help can the concept's task group give you?

4. What successful activity have you developed that would be of benefit in developing these concepts.

Your Name Is _____

Your School Is _____

Your Grade Level _____

:11
7/10/79

(Grades 11-12)

DISCUSSION SKILLS

INTRODUCTION

In our daily lives, few skills are used and abused more than discussion skills. Mastery of discussion skills is vital to success in almost every endeavor in our lives. Few of us, however, have had systematic training in the development of discussion skills and techniques. An examination of various curricula indicates that no plan exists for the sequential development of discussion skills. Too often we have assumed that discussion is an art with which we are born. Productive discussion requires the use of several skills which must be learned in a sequential fashion.

While we as educators must accept most of the blame for this lack of discussion skills development, it is not difficult to determine why this situation has persisted. We have not addressed ourselves to the need for the explicit and systematic teaching of discussion skills throughout the K-12 curriculum. Our study of the process of learning discussion skills indicated that a student's ability to engage in productive discussion is dependent on a variety of social skills and attitudes.

A student's ability to engage successfully in a discussion is dependent upon his ability to cope with emotions, to engage in listening empathically and affectively, and to demonstrate courteous behavior. A student must also possess a self-concept and have a willingness to contribute in order to participate in a productive discussion. Before discussion skills can be introduced, the students needs to develop the social skills needed for human interaction. Much of this work is presently being done on the primary level. By the end of the primary years, the students have begun to develop simple discussion skills and they engage in different types of discussion such as problem-solving and open-ended discussions.

It is the feeling of the Committee, however, that because of the press of other curricula demands, this elementary program of building the necessary social skills along with the systematic development of discussion skills begins to be neglected in the upper elementary grades and, for the most part, on the junior high levels. Yet, interestingly enough, teachers on the senior high level expect the student to have acquired the needed skills prior to the tenth grade.

This basically is the situation which faced our committee. Knowing full well that successful discussion requires mastery of both social as well as discussion skills, the Committee, nevertheless, decided to begin our task with what seemed to be the more manageable - the naming and describing of only those skills which we felt were the most basic to discussion and which could be developed systematically for K-12. Our list of discussion skills is not intended to be a comprehensive list; it is merely a beginning. We recognize that later it will be necessary to identify, describe and sequence the learning of social skills throughout the K-12 curriculum. That task awaits us.

Our present report includes the identification and description of eight basic discussion skills and their subskills. The identification and description of these skills was no easy task and some teachers may disagree with our choices. We will undoubtedly add certain skills as we implement the discussion skills aspect of the curriculum. In the meantime, we have suggested classroom activities which might be used to develop each of these skills, and we have made suggestions for evaluation items and techniques. In no way are these activities intended

to replace the teacher's imagination or creativity. Instead, we hope these suggestions will serve to stimulate new ideas and approaches. We will frequently consult with you as you develop more ideas and materials for teaching discussion skills. An S.O.S. form to be used to exchange suggestions, criticisms, and pleas for help is included at the end of this packet.

* Grade at which skill is introduced
--Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

SKILL BUILDING SEQUENCE	GRADE LEVEL												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Getting acquainted and establishing trust	*	--	--	--	--	--	--	--	--	--	--	--	--
2. Organizing for action													
a. Maintaining order within a group.	*	--	--	--	--	--	/						
b. Introduced to roles of initiator, clarifier, summarizer, evaluator, contributor & recorder.								*	--	--	/		
c. Introduced to roles of encourager & harmonizer											*	--	/
3. Contributing to the discussion													
a. Recognizing the value of contribution	*	--	--	--	--	--	--	--	--	/			
b. Taking the responsibility to contribute	*	--	--	--	--	--	--	--	--	--	--	--	--
c. Responding to other contributions	*	--	--	--	--	--	--	--	--	--	--	--	--
1) Verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
2) Non-verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
4. Active listening													
a. Listening for a specific purpose	*	--	--	--	--	--	/						
b. Listening to perceive differences of opinion and areas of agreement					*	--	--	--	--	/			
c. Listening carefully to be able to paraphrase what someone else has stated					*	--	--	--	--	/			
d. Listening to distinguish between fact and opinion								*	--	--	--	--	--
e. Listening carefully to be able to summarize what someone else has stated											*	--	--
5. Learning to co-operate	*	--	--	--	--	--	--	--	--	--	--	--	--

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Setting clear goals													
a. Recognizing the issues													
1) Stating the issue								*	--	--	--	--	/
2) Identifying the types of issues													
(a) Moral of value issues								*	--	--	--	--	/
(b) Issues of definition								*	--	--	--	--	/
(c) Issues of fact and explanation								*	--	--	--	--	/
(d) Legal issues								*	--	--	--	--	/
(e) Disagreement over frame of reference								*	--	--	--	--	/
b. Recognizing the types of discussion													
1) Simple recitation								*	--	/			
2) Inductive questioning								*	--	/			
3) Open-ended questioning								*	--	/			
4) Problem solving								*	--	/			
5) Debate									*	--	/		
c. Recognizing the purposes of discussion													
1) To solve problems								*	--	/			
2) To air one's opinion								*	--	/			
3) To find out what others think								*	--	/			
4) To clarify one's point of view								*	--	/			
5) To re-evaluate one's point of view								*	--	/			
6) To gain feelings of acceptance & belonging								*	--	/			
7) To persuade								*	--	/			
7. Discussion with a direction													
a. Being sensitive to other's responses											*	--	/
b. Stating the issue over which there is disagreement											*	--	/
c. Pursuing the issues systematically											*	--	/

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
7. d. Making explicit transitional statements											*	--	/
e. Recognizing the relevance of statements to the issue											*	--	/
f. Thinking on two levels													
1) "Taking a stand" and defending it											*	--	/
2) Being aware of the discussion process and student's role in it											*	--	/
8. Arriving at a conclusion													
a. Reaching a majority opinion	*	--	--	/									
b. Recognizing the four types of conclusions								*	--	--	--	--	/
c. Reaching a consensus											*	--	/

Eight Basic Skills and Their Importance in Discussion

1. Getting acquainted and establishing trust

In order for a group to function well, it is important for all members to get acquainted and establish trust so that each person feels comfortable with that group.

2. Organizing for action

Maintaining order within a group is a basic skill that needs constant attention and reinforcement. Initially, the process is teacher-directed. As the students become proficient in this skill, they should be encouraged to become self-directing in small groups at first, aiming at total class involvement and self-direction.

Hopefully by grade seven, the students have had experience with the various roles necessary for having a good discussion and would now be ready to recognize and to perform these functions:

INITIATOR - gets the discussion underway, helps the group organize itself, keeps the group moving steadily toward its goal

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate)

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion

By grade ten, the more sophisticated roles of encourager and harmonizer may be introduced.

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly

HARMONIZER - helps to relieve tension and settle disputes between other members, helps the group work out its disagreements, suggests compromises.

3. Contributing to the discussion

a. Recognizing the value of all contributions

Group members need to learn that in trying to arrive at an answer to a question they must elicit contributions from every member and consider all contributions carefully.

b. Taking the responsibility to contribute

The student must individually decide what knowledge he wishes to contribute and when he wishes to contribute it. The pieces of information come from the student's own store of knowledge.

c. Responding to other contributions

(1) Verbal

Students must become aware of what others are saying and react to those contributions. Keeping to the point is essential for good discussion. The results of the discussion should be a combination of ideas - a group product.

(2) Non-verbal

Whenever two or more people interact, they send and receive messages, both verbally and nonverbally. Our non-verbal behavior may be as communicative as our verbal behavior.

4. Active listening

a. Listening for a specific purpose

b. Listening to be able to perceive differences in opinion and to perceive areas of agreement

c. Listening carefully to be able to paraphrase what someone else has stated

Before a student can constructively contribute to another's comments, he must thoroughly understand the other's position. Therefore, it is important that the student learn to restate what was said before he responds to it.

d. Listening to distinguish between fact and opinion

e. Listening carefully to be able to summarize what someone else has stated

If a discussion is to progress toward a meaningful conclusion, the participants need to be able to discuss and digest only the salient points. The student needs to learn to make a statement of the main points of the substance of the discussion.

5. Learning to cooperate

Members of classroom groups need to be encouraged to work with one another, instead of against one another, in accomplishing their goals. In group discussion, co-operation consists of drawing others out instead of arguing with them, sharing information, and assembling all contributions into a group product.

6. Setting clear goals

A. Recognizing the issues

(1) Stating the issues

One of the first challenges of discussion is to sort out how many different things are being said about the topic. There is a need to identify the points of agreement and disagreement. This allows the participants to focus on the topics and to pursue them systematically. To state issues clearly, it is useful to translate into questions the main positions or opinions that the participants have. Students should be able to state clearly what the main issue of the discussion is. Prior to seventh grade, the committee feels the teacher takes the responsibility for stating the issue.

(2) Identifying the types of issues

(a) Moral or value issues - "goodness or badness" based on certain moral principles. Where there are two conflicting values in a discussion, one must be violated regardless of which policy stand is taken. An effective way to point this out is through the use of familiar situations similar to the situation being discussed. Use of familiar situations forces the discussant to do two things:

1 - See that there are at least two competing values.

2 - Show why we may uphold a value in one situation and yet reject the same value in a similar situation.

(b) Issues of definition - a "labeling problem"

1 - Deciding which examples should or should not be classified under a controversial label ("Communist")

2 - Selecting general criteria in a definition

a. Stipulation - simply agreeing to use a word consistently in a specific way

b. Use of an authoritative source - a dictionary

(c) Issues of fact and explanation - disagreements about the descriptions or explanation of events. For example, "Man is a warlike animal" might be viewed by one person as being a fact while another might see it as being opinion.

(d) Legal issues - usually a combination of value, definitional and factual questions. The first issue in a legal question is whether or not a particular action can be classified as falling under an existing law. It then becomes a question of defining whether the act in question is covered by an existing law. Application of the law usually carries with it a sense of fairness. Concepts such as fairness, impartiality, and avoidance of cruel and unjust punishments are clearly value judgements.

(e) Disagreement over frame of reference - the way different people look at the world. The way people come to see the issues in a case is determined by their frame of reference, the most important values and beliefs that influence how they look at the world. For example, the proposed building of a new school might be viewed quite differently by a school child, a teacher, a taxpayer and a custodian.

B. Recognizing the types of discussions

For discussion to be successful, all members must know at all times what the goal of their interaction is. There are several types of discussion. Most types may be used on the elementary level, even if they are not specifically named. However, at the junior high level, the student should be aware of, and be able to identify, the five basic types of discussion. These are:

(1) Simple recitation - student answers questions asked by teacher and other students.

(2) Inductive questioning - student develop an idea as the result of careful, organized questioning by the teacher.

(3) Open-ended questions - encouraging the students to think and to value their own ideas as well as the ideas of others - no right or wrong answers.

(4) Problem solving - attempting to reach student consensus, not just sharing ideas.

(5) Debate - a structured exchange of two opposing sets of ideas, carried on under a set of rules.

C. Recognizing purposes of discussion

In addition, there are many purposes for discussion. The teacher may find it desirable to make the purpose of the discussion clear at the beginning. Hopefully during the junior high years, the student should understand and be able to interpret the seven basic purposes of discussion:

(1) to solve problems

(2) to air one's opinion

(3) to find out what others think

(4) to clarify one's point of view

(5) to re-evaluate one's point of view

(6) to gain feelings of acceptance and belonging

(7) to persuade

7. Discussing with direction

An effort to produce clarity in a "disciplined discussion" depends upon factors such as listening, responding to the issue, and trying to keep on the track.

A. Being sensitive to other's responses - developing sensitivity to what others are saying. The student should be able to recognize sensitive and insensitive conversation.

B. Stating the issue over which there is disagreement - this is necessary when the participants throw in too many opinions and there is much disagreement. The student needs to develop the ability to summarize the nature of the issue over which there is disagreement - this provides focus and direction for the discussion. A good way to do this is by stating the issue in question form.

C. Pursuing the issues systematically and with some degree of continuity - sticking with the issue long enough to deal with its problems thoroughly.

D. Making explicit transitional statements - making explicit the changes of transitions of the issues in a discussion.

When someone chooses to change the issue under consideration, he must make an explicit transitional statement, explaining why a change of issue at that point would move the discussion forward.

E. Recognizing the relevance of statements to the issue - determining whether or not a particular statement is related to the issue under consideration.

Challenging the relevance of a statement is a way of pressing toward greater continuity - systematically focusing on one issue at a time.

F. Thinking on two levels - discussant thinks on two levels at the same time:

Level #1 - He has to "take a stand" and think of reasons to defend it.

Level #2 - He has to be aware of the "discussion process" itself and his role or roles in it. For example, Am I responding to others' contributions? Am I actively listening? Am I sticking to the topic?

8. Arriving at a conclusion

Not all types of discussion result in a group product; it depends on the purpose of the discusion. The four types of conclusions are

a. Open-ended - each member comes to an individual conclusion in his own mind.

b. Authoritarian decision - a power figure imposes his conclusion on the whole group.

c. Majority-minority opinion - a group product which reflects the best to which all members can contribute.

d. Consensus - when the group arrives at a decision to which all group members can concur or support.

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ACTIVITIES AND EVALUATIONS

for

Grades 11-12

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I. Getting acquainted and establishing trust

Activity 11

Superlatives - participants are asked to study the composition of the group quietly and to decide on a superlative adjective that describes themselves in reference to the others. (Example: youngest, tallest, most up-tight.) Then they tell their adjectives, explain, and test the accuracy of their self-perceptions.

A Handbook of Structured Experiences for Human Relations Training, Vol. IV, page 3.

Students in the class would be given one week to get one unusual piece of information about each student in the classroom. This means that each student has to talk to every other student in the room to learn one interesting fact about them. At the end of the week each student should come to class with a list such as the following:

Susan - has a pet iguana
Donna - was born in Australia
George - loves Chinese cooking
Rosemary - teaches karate

Activity 11

Have students stand in circle. One person stands in center and falls backwards, trusting that the others will catch him. Repeat until all who wish have had a chance. (Teacher discretion is advised.)

Evaluation Item

After using several getting-acquainted activities, the teacher might use these questions to determine whether or not the students understand the importance to a discussion of getting acquainted and establishing trust.

True or False

1. The better you know members of a group, the more you are likely to contribute. -(T)
2. Getting acquainted is dependent upon the number and types of group activities. -(T)
3. Part of getting acquainted is the willingness to share information about one's self. -(T)
4. The amount of trust developed by a group depends upon the degree and amount of sharing that takes place. -(T)
5. For most of us, the better accepted we feel by a group, the more willing we are to contribute. -(T)

Discussion

Can a group of strangers successfully engage in a meaningful discussion?

II. Organizing for Action

A. Maintaining order within a group - should be mastered at grade 6.
B. Introduced to roles of initiator, clarifier, summarizer, evaluator, contributor, and recorder - should be mastered by end of grade 10.
C. Introduced to roles of encourager, harmonizer.

Activity 11

*Pre-Activity Instruction

The teacher should use the lecture method to introduce the roles of encourager and harmonizer along with their functions.

Play the same game as Junior High except, hand out more role descriptions including cards for encourager and harmonizer.

Activity

The teacher presents the class with a controversial issue and distributes cards which indicate the following roles:

1. initiator
2. clarifier
3. summarizer
4. evaluator
5. contributor - most of class
6. recorder
7. encourager
8. harmonizer

The students are instructed not to tell anyone the role to which they have been assigned; they are to reveal it through their behavior during the discussion. After the discussion, the class tries to guess who was playing each role.

Learning Discussion Skills Through Games by Gene Stanford and Barbara Dodds Stanford, Citation Press, New York, 1969, page 42.

Human Interaction in Education, pages 102-103.

Give students instruction in the types of helpful roles they might wish to assume in a group. The most important membership roles in small group discussion are the following:

INITIATOR - gets the discussion under way, helps the group organize itself, keeps the group moving steadily toward its goal;

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem;

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information;

SUMMARIZER - points out the relationship between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate.)

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together;

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion;

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their conbrituions, being friendly;

HARMONIZER - helps to relieve tension and settle disputes between other members, helps the group work out its disagreements, suggests compromises.

III. Contributing to the Discussion

A. Recognizing the value of all contributions

Activity 11

MURDER MYSTERY GAME - every child receives a clue (27) and must find the murderer, the weapon, the time of the murder, the place of the murder and the motive. All sharing of clues and ideas must be done verbally.

Learning Discussion Skills Through Games, pages 24-31.

The following are clues, all of which are needed to solve the mystery. Type them (making several carbon copies for future use) on sheets of paper, leaving plenty of space between clues for cutting them apart.

When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back.

Mr. Jones shot at an intruder in his apartment building at 12:00 midnight.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones' gun.

When the elevator man saw Mr. Kelley, Mr Kelley was bleeding slightly, but he did not seem too badly hurt.

A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.

Mr. Kelley had destroyed Mr. Jones' business by stealing all his customers.

The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.

The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.

Mr. Kelley's body was found in the park.

Mr. Kelley's body was found at 1:30 a.m.

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with police.

The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:25 a.m.

The elevator man went off duty at 12:30 a.m.

It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance.

Miss Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55 p.m.

Mr. Kelley's wife disappeared after the murder.

Police were unable to locate Mr. Scott after the murder.

When police tried to locate Mr. Jones after the murder, they discovered that he had disa-peared.

The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.

Miss Smith often followed Mr. Kelley.

Mr. Jones had told Mr. Kelley that he was going to kill him.

Miss Smith said that noboby left the apartment building between 12:25 a.m. and 12:45 a.m.

Mr. Kelley's blood stains were found on the carpet in the hall outside Mr. Jones' apartment.

Mr. Kelley's blood stains were found in Mr. Scott's car.

ANSWER: After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment where he was killed by Mr. Scott with a knife at 12:30 a.m. because Mr. Scott was in love with Mr. Kelley's wife.

Follow-up

Help the students to understand what caused the problems the group had in solving the mystery. If they were relatively successful in completing the work quickly, discuss the reasons for their success. The questions should focus first on the skills learned earlier.

1. Was a leader needed?
2. How was time lost in getting organized?
3. Why was it ineffective for everyone to talk at once?
4. What problems arose because some people didn't present their clues?
5. What should those people have done?
6. In what ways did some members ignore the clues of others?
7. Was any attempt made to urge all persons to present their clues?
8. Did anyone ever forget a clue and make an incorrect inference?
9. Were all members included in solving the problem?
10. Did anyone monopolize the discussion.

Activity 11

If the group scored poorly on this exercise, they may plead for another chance. Below are the clues for another mystery; this time a bank robbery. The First National Bank of Minnetonka, Minnesota, was robbed of $1,000,000. Students are to discover what PERSON(S) did it. Instructions can be given in the same form as above. Follow-up discussion can be based on the questions suggested above.

The robbery was discovered at 8:00 a.m. on Friday, November 12. The bank had closed at 5:00 p.m. the previous day.

Miss Margaret Ellington, a teller at the bank, discovered the robbery.

The valut of the bank had been blasted open by dynamite.

The President of the bank, Mr. Albert Greenbags, left before the robbery was discovered. He was arrested by authorities at the Mexico City airport at noon on Friday, November 12. The President of the bank had been having trouble with his wife, who spent all of his money. He had frequently talked of leaving her.

The front door of the bank had been opened with a key.

The only keys to the bank were held by the janitor and the President of the bank.

Miss Ellington often borrowed the President's key to open the bank early when she had an extra amount of work to do.

A strange, hippie-type person had been hanging around the bank on Thursday, November 11, watching employees and customers.

A substantial amount of dynamite had been stolen from the Acme Construction Company on Wednesday, November 10.

An Acme employee, Howard Ellington, said that a hippie had been hanging around the construction company on Wednesday afternoon.

The hippie-type character, whose name was Dirsey Flowers and who had recently dropped out of the Southwest Arkansas State Teachers College, was found by police in East Birdwatch, about 10 miles from Minnetonka.

Dirsey Flowers was carrying $500 when police apprehended him and had thrown a package into the river as the police approached.

Anastasia Wallflower of East Birdwatch, Wisconsin, said that she had bought $500 worth of genuine Indian love beads from Dirsey Flowers for resale in her boutique in downtown East Birdwatch.

Anastasia said that Dirsey had spent the night of November 11th at the home of her parents and left after a pleasant breakfast on the morning of the 12th.

When police tried to locate the janitor of the bank, Elwood Smith, he had apparently disappeared.

Miss Ellington stated that her brother Howard, when strolling to Taylor's Diner for coffee about 11:00 a.m. on Thursday, November, 11, had seen Mr. Smith running from the bank.

Mr. Smith was found by the F.B.I. in Dogwalk, Georgia, on November 12. He had arrived there via Southern Airlines Flight 414 at 5:00 p.m. on the 11th.

The airline clerk confirmed the time of Smith's arrival.

Mr. Greenbags was the only person who had a key to the vault.

There were no planes out of Dogwalk between 4:00 p.m. and 7:00 a.m.

In addition to keeping payroll records, Mr. Ellington was in charge of the dynamite supplies of the Acme Construction Company.

Mr. Greenbag's half-brother, Arthur Nodough, had always been jealous of his brother.

Nodough always got drunk on Friday nights.

Arthur Nodough appeared in Chicago on Monday, November 8, waving a lot of money.

Arthur wanted to marry Camelia Smith.

Miss Ellington said that Smith had often flirted with her.

Mr. Smith's father, a gold prospector in Alaska, had died in September.

Mr. Greenbags waited in the terminal at O'Hare Field in Chicago for 16 hours because of engine trouble on the plane he was to take to Mexico City.

ANSWER: The ELLINGTONS collaborated to rob the bank, MISS ELLINGTON supplying the front door key (borrowed from Mr. Greenbags) and HOWARD supplying the dynamite. Greenbags had already left for Brazil when the robbery took place. Mr. Smith was in Dogwalk on the night of the robbery. Dirsey Flowers was at the home of Anastasia's parents. The Ellingtons were lying when they tried to implicate Smith. There was no evidence that Arthur Nodough was connected with the robbery in any way.

The teacher can easily write clues for a mystery of his own creation, simply making sure that every clue is important. Some of the clues can serve as distractors, but these must be contradicted by other clues. The group might wish to attempt transferring their new skills to a subjectmatter problem, one in which all students are in command of the basic information needed for solving it.

Evaluation Item

Success in the game is an indication of mastery.

B. Taking the responsibility to contribute

Activity 11

1. unlimited group size
2. any amount of time
3. physical setting - circle of six chairs and an outer circle of chairs for the rest of the class
4. procedure:
    a. teacher asks for volunteers to take four of the chairs in the inner circle, leaving two empty chairs. Each of the volunteers takes one of the following roles: initiator, clarifier, summarizer, and evaluator.
    b. only members of the inner circle may talk.
    c. teacher starts discussion and role players continue it. Whenever someone from the outer circle wishes to contribute, they may take one of the empty seats. No one may stay in the chair very long. Everyone must sit in one of the chairs at some time.

Structured Experiences for Human Relations Training, Vol. III, Pages 8 and 9.

Evaluation Item

After class discussion, the teacher should distribute questionnaires. The students will fill them out privately. They should then discuss their answers to determine similarities in attitude toward contributing.

1. How did you feel about having to contribute?
2. List two concerns which you had about contributing.
3.
4. If you answered yes to question 3, was it easier to contribute the second time than it was the first time?
5. How did other people:
   a. make you feel comfortable about contributing?
   b. make you feel uncomfortable about contributing?
6. Did the discussion improve as more people contributed?
7. What did you observe about the other people's attitude toward contributing?
8. Is it important for all members of a group to contribute?
9. Did you understand the issue?
10. Is it easier for you to contribute at the beginning of a discussion or at the end? Why?

C. Responding to other contributions

1. Verbal

Activity 11

Size - unlimited
Materials - sheets of patterns for interaction
Procedure:
   a. assign roles
   b. discuss controversial topic - following patterns of interaction
   c. at conclusion of discussion, have students react to ease or difficulty of discussing a topic using this pattern. How did it help and how did it hinder?

Learning Discussion Skills Through Games, by Gene Stanford and Barbara Dodds Stanford, Citation Press, New York 1969, page 35.

Topic: Were the American Colonies justified in revolting against the British? (example topic)

1. Bill starts discussion by giving his opinion.
2. Tom responds to Bill, indicating whether he agrees or disagrees and why.
3. Debbie responds to both Bill and Tom but gives no new idea. She simply stated agreement or disagreement with Bill/Tom.
4. Kevin introduces new idea --------- his opinion.
5. Ed responds to Kevin.

6. Charlie asks Ed a question to clarify his opinion.
7. Ed answers.
8. Tod relates his opinion to that of either Tom or Bill.
9. Tom responds to Tod.
10. Bill responds to Tod.
11. Larry responds to Tod.
12. Tod replies.
13. Charlie presents his opinion.
14. Erna responds to Charlie.
15. Hope introduces new idea -------- her opinion.
16. Mark points out the relationship between Hope's opinion and those voiced by Bill, Tom, Kevin, and Tod.
17. Dan asks Mark what his opinion is.
18. Mark replies.
19. Dan responds to Mark's reply, revealing his own opinion.
20. Luther introduces new idea ---------- his opinion.
21. Ed responds to Luther's opinion.
22. Larry responds to Luther's opinion.
23. Erna responds to Luther's opinion ------- indicates her view.
24. Bill summarizes the position of the group.

Evaluation

Using copies of the Senior High Abortion Dialogue, (see appendix D-41) the students determine whether the indicated responces encourage or discourage the original speaker.

1.	Statement #2	Clyde to Harriet #1?	(encourages)
2.	Statement #7	Marian to Clyde #6?	(discourages)
3.	Statement #11	Susan to Clyde #10?	(discourages)
4.	Statement #18	Clyde to Rick #17 and #19 Marian to #18 Clyde?	(encourages)
5.	Statement #23	Harriet to #22 Susan?	(discourages)

2. Nonverbal

Activity 11

The committee suggests that the teacher tape a classroom discussion to be played back at a later date. The students will then look for examples of nonverbal communication and how they affected the discussion.

Activity 11

The committee suggests that the teacher secure one of the following films from BOCES:

1. Coping With Parents
2. Spaces Between People
3. Walls and Windows

As they view the film, the students are encouraged to note instances of nonverbal communications and how they affected

the discussion. At the conclusion of the film the class should discuss their observations.

IV. Active Listening

A. Listening for a specific purpose - should be mastered by end of grade 6.

B. Listening to perceive differences in opinion - should be mastered by end of grade 9.

C. Listening carefully to be able to paraphrase what someone else has stated - should be mastered by end of grade 9.

D. Listening to distinguish between fact and opinion.

Activity 11

Pre-Activity Instruction

The teacher should review the differences between statements of fact and opinion.

Activity

The teacher should read the following statements. The students listen to determine whether they are fact or opinion.

1. The most interesting subject in school is economics.
2. I went to the Syracuse Chiefs game last night.
3. All boys are crazy drivers.
4. It sure looks like rain.
5. John Brown was hanged by the neck on December 7.

Evaluation Item

The Senior High Abortion Dialogue (see appendix p. D-41) should be read with members of the class taking the various roles. The rest of the class should listen to the dialogue and then write five statements of opinion and five statements of fact found in the dialogue.

E. Listening carefully to be able to summarize what someone else has stated.

Activity 11

1. Group size - unlimited
2. Time - two class periods
3. Procedure:
   a. The teacher explains that the class is going to discuss a controversial topic.
   b. Rules - one student will give his opinion. When he finishes another student may volunteer to respond only after he has successfully paraphrased what student #1 said. Student #2 gives his opinion. Student #3 and all succeeding odd number

students must summarize what the two previous speakers said before he gives his opinion.

c. Continue until every class member has had a chance to contribute.

Learning Discussion Skills Through Games, by Gene Stanford and Barbara Dodds Stanford, Citation Press, New York, 1969, page 34.

Evaluation Item

Tape a conversation, such as one that is overheard at the beginning of class, in the lunchroom, or a dialogue. Have the class listen to the conversation and summarize the main points.

V. Learning to Co-operate

Activity 11

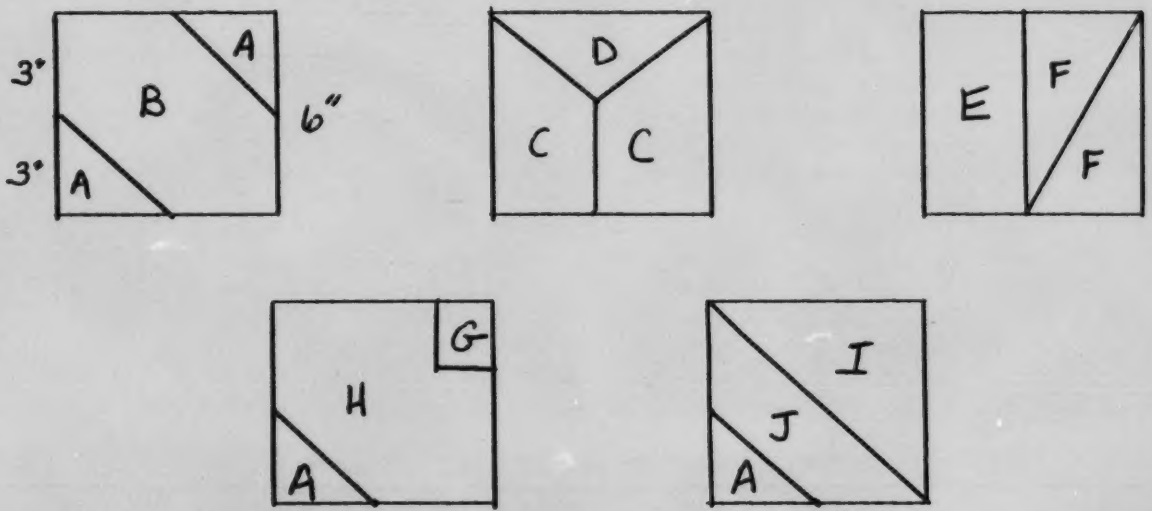
The students sit at tables in groups of six. Each member receives an envelope containing a set of broken squares (5 sets). The sixth person reads instructions to the group and enforces the rules.

Instructions to the group - "When the group leader gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as those in front of the other group members. No member may speak. No member may ask for or signal for another's piece. Members may volunteer to give pieces to other members."

Variations

1. members may speak to each other or only one member may speak.
2. members may send written messages to each other.

SET OF BROKEN SQUARES



Envelope 1. I, H, E
2. A, A, A, C
3. A, J
4. D, F
5. G, B, F, C

Structured Experiences for Human Relations Training, Pfeiffer and Jones, University Associates, San Diego, California, Vol, I, pages 25-27.

Evaluation Item

Completion of the squares by a group shows that co-operation has taken place. This feeling of co-operation will hopefully extend into actual discussions. Attitudes and social skills will greatly influence success in acquiring this skill.

VI. Setting Clear Goals

A. Recognizing the issues

1. Stating the issues - student should be able to state clearly what the main issue of the discussion is - see activity for next skill.

2. Identifying the types of issues - student should be able to identify the types of issues.

Activity 11

Pre-Activity Instruction

The teacher should use the lecture method to present to students the importance of stating the issue and the various types of issues such as:

a. moral or value issues
b. issues of definition
c. issues of fact and explanation
d. legal issues
e. disagreements over frame of reference

*Note to the Teacher - refer to eight basic skills and their importance to discussion. Skill #6 A (D-8).

Activity

The students are to read the following dialogues and answer the following questions concerning each dialogue:

1. State in the form of a question, as briefly and clearly as possible, the issue being discussed.
2. State the type of issue being discussed whether it be: moral-value, legal, definition, fact, frame of reference.

Please Note: dialogue is missing for frame of reference.

1 Moral:

Jane: Maybe John Brown had no legal right to carry out his raid, but he certainly has a moral right.

Kate: What possible moral right can a man have for killing innocent bystanders in cold blood.

Jane: Don't you think we had a right to go to war against Hitler? After all, he enslaved millions of people.

Kate: But we didn't go around killing innocent bystanders.

Jane: Sure we did, in our constant bombing of German cities.

2. Fact:

Tom: Do you remember when the United States came into World War II?

Dick: Wasn't it after Germany invaded Russia in the fall of 1941?

Harry: No, it was after some big sneak attack in the Pacific. We went to war first against the Japanese.

Tom: Oh, sure, it was Pearl Harbor. Where is that?

Dick: In Hawaii.

Harry: When was Pearl Harbor Day?

Tom: December 7, 1941.

3. Definition:

Jane: Spring is almost here.

John: With a foot of snow on the ground?

Jane: I mean it's March 10.

John: You think it's spring when the calendar tells you? I think it's spring when the ground thaws and I can play baseball.

Jane: Look in the almanac and you'll see I'm right.

John: Look out the window and you'll see that I'm right.

4. Definition:

Evans: I don't see how Brown's lawyer could deny that he and his men committed cold-blooded murder.

Faith: So you think killing in self-defense is murder?

Evans: Unless it is absolutely unavoidable, killing someone under any circumstance is murder.

Faith: What about the person who is killed in an automobile accident? Is he a murder victim?

Evans: If there is any way in which the accident could have been avoided - by not drinking, or by being more careful - I still think it's murder.

5. Legal:

George: I don't see why Brown was convicted of treason.

Homer: It's simple. He tried to overthrow the government of the state of Virginia.

George: But he says right in the case that his only intention was to free the slaves, not to commit treason.

Homer: But if Virginia was a slave state, trying to free the slaves amounted to a major threat against the government of Virginia.

George: It also says in the case that Brown was not a citizen of Virginia, and that you have to be a citizen to have committed treason.

Homer: I agree that if Brown were not a citizen of Virginia, he would not be guilty of treason. But Brown was clearly living in Virginia at the time of the raid.

George: But living in a certain place does not necessarily make you a citizen.

B. Recognizing the types of discussion

Activity 11

Pre-Activity Instruction

The teacher should use the lecture method to review the five basic types of discussion. Debate should be taught under the direction and with the cooperation of the English Department.

Activity

After a brief lecture on the types of discussion, the class could determine which of the following topics could best be handled by what type of discussion:

1. What will our dress code be? (problem-solving)
2. What are our favorite television shows. (open-ended)
3. List three causes of the American Revolution. (recitation)
4. Do most societies seem to have a need for religion? (inductive questioning)
5. Capital Punishment - Keep or abolish? (debate)

C. Recognizing the purpose of the discussion - should be mastered by the end of grade 9.

*Note to the Teacher - the purpose of the discussion can be revealed at the beginning or the end of the discussion at the discretion of the teacher.

1. To solve problems
2. To air one's opinion
3. To find out what other's think
4. To clarify one's point of view
5. To re-evaluate one's point of view.
6. To gain feelings of acceptance and belonging
7. To persuade

VII. Discussing with Direction

A. Being sensitive to other's responses

Activity 11

The students should be encouraged to initiate discussions in informal settings and tape those discussions, letting those being taped know that they are being taped. The class could listen to several of these tapes to attempt to evaluate how sensitive people are to one another in different discussions.

B. Stating the issue over which there is disagreement

*Note to the Teacher - many times it is desirable to state the issue in question form.

Activity 11

In the following dialogues, state in the form of a question, as briefly and clearly as possible, the issue being discussed:

1. Jane: Spring is almost here.
   John: With a foot of snow on the ground?
   Jane: I mean it's March 10.
   John: You think it's spring when the calendar tells you? I think it's spring when the gounds thaws and I can play baseball.
   Jane: Look in the almanac and you'll see I'm right.
   John: Look out the window and you'll see that I'm right.

2. Barbara: Did you hear that John smashed up the left fender of his car?
   Bob: Well, he was asking for it. He's a crazy driver anyway.
   Barbara: Why just him? All boys are crazy drivers.
   Bob: That's nonsense. I've never had an accident. And Jane has had a couple of them already.
   Barbara: Despite what you say, the fact is that insurance rates for boys are higher than they are for girls.
   Bob: I don't see what insurance rates have to do with the discussion.

Variations

1. Write several brief dialogues like the ones above. See if others can identify the issue you intended to be the focus of the discussion.

2. Tape record a number of brief dialogues and see if others can identify the main issues being discussed just from listening to them.

C. Pursuing issues systematically

Activity 11

*Note to the teacher - changing issues too quickly tends to disrupt attempts to clarify or resolve basic disagreements. The systematic pursuit of an issue means sticking with it long enough to deal with its problems thoroughly, making sure that all members of a discussion group knows where each one stands. This may be referred to as discussion continuity.

In the following discussion about the Vietnam war, continuity is broken at a number of points. See if you can find these points and circle the numbers of the statements that break the continuity.

1. Bernard: Say, Stanley, what do you think of that law Congress passed about burning draft cards?
2. Stanley: It's a good law. Those guys really bug me. Just a bunch of beatniks trying to dodge the draft. They ought to be in jail.
3. Bernard: I don't think it's a good law. How are you going to enforce it fairly? Suppose somebody tears up his draft card by mistake?
4. Stanley: Who'd do that?
5. Bernard: It's a stupid law. What harm does it do to burn a draft card? Beside, look what they did to David Miller. He's a sincere, clean-cut kid, but they put him in jail.
6. Stanley, Well, he's not so bad, but some of those other guys... Besides, they are encouraging others to buck the draft. It's unpatriotic.
7. Bernard: It's not unpatriotic if you believe that the war is a violation of American principles.
8. Stanley: You mean the war in Vietnam?
9. Bernard: Yes, we're killing a lot of people and using gas and napalm and all that just to support an unpopular dictatorship. That's against our principles.
10. Stanley: Well, it's also against our principles to let the Communists take over.
11. Bernard: The Viet Cong aren't just Communists. There are a lot of other people in their movement too. It's the government that calls them all Communists. They say they are nationalists.
12. Stanley: What government? Ours or the one in Saigon?
13. Bernard: Both.
14. Stanley: Well, if our government calls someone a Community, he probably is.
15. Bernard: Is that our definition of a Communist?
16. Stanley: Well, not exactly, but our government must know who they are.
17. Bernard: If our government called your brother a Communist would you agree with that?
18. Stanley: Oh no! My brother is not a Communist.
19. Bernard: How do you know?
20. Stanley: He doesn't belong to the Party; he's never even read Marx or talked to a Communist.

21. Bernard: Well, if these Vietnamese peasants hadn't read Marx or didn't belong to the Party, they wouldn't be Communist either. Right?
22. Stanley: Well, that's different, besides, my brother is being drafted to fight while these guys burn draft cards. They ought to draft them too.
23. Bernard: They will probably will.

All these issues are to some extent related to each other, but agreeing on one does not mean that one must agree on the others. There are many considerations under each issue that are left unexplored as the conversation moves on. When so many aspects of the draft-card burning are left unexplored, for instance, the discussion is short-circuited.

Activity 11

Read the following conversation carefully and determine:

a. What is the central issue in the conversation?
b. What additional issues are suggested?
c. Which statements could be eliminated to increase the continuity of the discussion? Circle the numbers of these statements.

1. Harry: It would be easy for me to pardon Billy Budd for what he did if he had at least told the Captain that some of the men were planning a mutiny. He didn't have to name names.
2. Tom: I don't see how Billy can be blamed at all. He struck Claggart when he didn't know what he was doing.
3. Harry: Sure he knew what he was doing. What makes you say that?
4. Tom: Well, he was obviously very agitated. He was stuttering. He couldn't speak. That is not normal behavior.
5. Harry: It may not be normal, but it doesn't show that he was out of his mind.
6. Tom: What about the fact that he had been so decent to everyone on the ship? He was even nice to Claggart, although Claggart had bullied him unmercifully. Hitting Claggart was totally out of character.
7. Harry: I think a better argument can be made for saving Budd's life on the grounds that he was necessary for the proper sailing of the ship. His effectiveness as a sailor was necessary to keep the ship in fighting shape.
8. Tom: Sure, then they could hang him when they got back to port. Some mercy!
9. Harry: Well, its better than pretending he was out of his mind.
10. Tom: But he was.
11. Harry: Is there any evidence in the case that he blacked out or that he couldn't remember what he did?
12. Tom: No, but he certainly had no intention of striking Claggart. You'll admit that.
13. Harry: That still doesn't mean he didn't know what he was doing.

D. Making explicit transitional statements

Activity 11

*Note to the teacher - there are points in the disscussing where it is useful to leave one issue and move on to another. This may happen before or after an issue has been fully clarified. An argument between two discussants may become so deadlocked that no agreement is likely. They may then agree to disagree, and to take up another issue related to the general topic. Or one member of the group may see that there is a prior issue that must be settled before the issue under discussion can productively be explored.

When someone chooses to change the issue under consideration, he should make this known with an explicit transitional statement, explaining why a change of issue at that point would move the discussion forward.

Activity 11

In the previous discussion on Vietnam (see 7-C Activity D28 & 29), the first change in issue occurs in Statement #7, with no warning. The issue shifts abruptly from, 'Should burning a draft card be unlawful?' to 'Is war in general, or the Vietnamese war in particular, consistent with American principles?'

Stanley might have alerted Bernard to the fact that he was changing issues, and said why:

Stanley: Well, some of those guys are encouraging others to buck the draft. And I think this brings us to the more important issues on which the draft-card burning issue rests. The more basic question might be stated this way: 'Is the draft necessary for national defense?' And I say it is necessary.

Bernard: I would agree it is unpatriotic to hinder our national defense. But is our defense at stake in Vietnam? The real issue then is: Should we be fighting in Vietnam at all?

Stanley: All right, let's drop the draft-card burning issue for now and get at the issue on which it reses: Should the U.S. be in this war? I say yes. We are in the long run defending our own freedom from aggression.

In this exchange Stanley and Bernard have explicitly changed the issue to guide the discussion in a direction they think most appropriate.

E. Recognizing the relevance of statements to the issue

Activity 11

*Note to the teacher - people in discussion can disagree in their positions on a specific issue. They can also disagree on whether

or not they should move to a new issue. An even more common problem in discussion is determining whether or not a particular statement is related to the issue under under consideration. This dialogue shows how the problem can be raised:

Hubert: I thought that when a sea captain was on a ship on the high seas, he was his own master; a kind of dictator. Why does Vere have to obey the Mutiny Act?

Jasper: Captain Vere has a narrow military mind. He probably likes the idea of pushing people around, just like Claggart did.

Hubert: Vere's personality or character, what you're talking about is not relevant to whether or not he is bound by the Mutiny Act. Stick to the issue.

Jasper: Sure it's relevant, I'm saying that Vere sees himself as a military man, and therefore thinks he's bound by military law.

Hubert: But I'm asking, is he really bound by law, whether he thinks he is or not.

Jasper: Oh, I see your point. You're saying that we ought to establish the legal facts of the case before we determine how Vere interprets these facts.

Challenging the relevance of a statement is a way of pressing toward greater continuity-systematically focusing on one issue at a time. It is also a way of forcing a discussant who has switched issues to provide a transitional statement. In the example above, Jasper switches the issues. Then Hubert clarifies for Jasper why it is unwise to move a new issue. Jasper agrees.

Activity 11

Below are two brief conversations. Each conversation is followed by a number of statements that might be made to move the discussion along. Rate each additional statement + (plus) if it is directly relevant to the conversation, 0 (zero) if it is only moderately relevant, and - (minus) if you think it will take the conversation off the issue, or does not really contribute to the issue.

Bud: Did you know that only one large American labor union is run democratically? All the other major unions are run like dictatorships. It's a crime.

Ray: Why object to unions just because of that? Do you think democracy is a good way to run everything? You don't practice democracy in your business, do you?

Bud: A labor union is not the same as a business. A labor union must have the respect of its members just as a government must have the respect of its citizens. And the only way to get that respect is to let the members have a say in how it is run.

Statements

A. _____ You fellows probably don't even know the exact difference between democratic government and dictatorship.

B. _____ How business is run has nothing to do with the argument.

C. _____ A union and a business have different goals: business exists to make money: union exists to look after workers.

D. _____ Anyone who is well informed knows that unions could meet their members' needs better if they had better leadership.

E. _____ What do business and unions have in common?

F. _____ The United States, a country made up of workers and businessmen, has been democracy for almost 300 years.

G. _____ Could you give me some examples of modern unions that are really giving their members what they want?

Bud: In an undemocratic union, members can get kicked out for disagreeing with their leaders. I suppose that's giving them what they want? Let's face it; a good union has to do more than get pay raises for its members. It has to respect their rights.

Ray: That's just your opinion. Some of the best formed students of the labor movement say that it is very difficult for a large labor union to be democratic and at the same time be powerful and effective.

Bud: The United States is a powerful and effective nation and it is democratic. What did your experts say about that?

Ray: But for unions, why bother to try? If the unions can meet their members; needs better with strong-fisted leadership, why upset things, especially if they might lose everything trying to be democratic?

Statements

A. _____ Talking about a union that is democratic and gets results is like talking about a square circle.

B. _____ Only 50% of American workers bother to vote in national elections.

C. _____ Our history book doesn't describe a single union that was democratic and also got results for its workers.

D. _____ The latest edition of the encyclopedia includes the history of many unions that are very undemocratic.

E. _____ I think we should look for some evidence that unions are very undemocratic.

F. _____ Any organization that has to fight the centralized leadership of big business and big government may have to be undemocratic.

G. _____ Unions got most of their power under the Wagner Act in the Roosevelt administration.

F. Two level thinking

1. "Taking a stand" and defending it
2. Asking questions about the discussion process itself

*(Please note that the following activity covers both of the above.)

Activity 11

*Note to the teacher - considerable patience is needed to follow a discussion carefully and to make contributions that clarify and move the discussion along. The reason it takes so much concentration is that he has to take a stand and think of reasons to defend it. On the other hand he has to ask questions about the discussion process itself: Am I sensitive to what other people are saying, or did I miss an important point. Do I know what the central issue is, or should I try to make it more explicit? Are we jumping around from issue to issue? Did someone change the subject without making any explicit transition? Should I challenge whether or not the new subject is relevant to the issue we are discussing?

Obviously, no one has a stereo track in his head that can play these two types of questions simultaneously. Usually we think about problems of discussion with the issues. When we have clarified and resolved these problems of the discussion process, we turn back to developing our positions and the issues themselves.

Activity

1. Identify the major issues brought in the following discussion and write them in the form of questions.

2. Rewrite the discussion so that the problems of sensitivity, continuity, relevance, and transitions between issues are better handled. You may delete some statements, rewrite and edit others, or add new statements that you think will improve the discussion.

Abner: Well, even though you feel sorry for Budd, I guess he got what he deserved.

Bert: How can you say that? He was innocent.

Abner: He was involved in the mutiny. Ang Claggart had had good reason to believe that he might side with the men if violence actually broke out.

Bert: All the evidence indicates that Billy was perfectly loyal to the captain. What about the end of the case when he said "God Bless Captain Vere?"

Abner: It wasn't Vere's fault that Billy was too stupid to see that he was committing a crime. Billy was dangerous without even knowing it. Maybe he couldn't stop himself from hitting Claggart. That doesn't mean that Billy Budd wasn't a dangerous man.

Bert: I'm a little confused now. Are you saying that Budd was punished because he was guilty of a crime or because he was dangerous and stupid?

Abner: I'm saying that all the men on the ship were dangerous. They were a bunch of mutinous pirates, and the officers had good reason to be careful and treat the crew members harshly.

Bert: But isn't hanging harsh for simply striking a man?

Abner: That was the law.

Bert: Then the law was much too harsh.

Abner: There must have been a darned good reason for making it so harsh, and I guess the reason was that the sailors were such an undisciplined rowdy lot.

Bert: You're always blaming the sailors. Don't forget that many of these sailors were dragged off the streest of London against their will. They were actually kidnapped and forced to serve.

Abner: So what? That's not much different from our draft today. We force people to serve, but we expect them to obey officers.

Bert: But an officer like Vere is so unreasonable. Why didn't he just have Billy flogged? He really didn't have to hang him.

Abner: That was his legal obligation. He had no choice.

Bert: But he had a moral obligation as well, adn that was to treat Budd as a kind, decent human being, because that was the kind of person he was.

Abner: He also had a moral obligation to protect the safety of the ship, and maybe it was necessary to make an example of Budd to protect the ship.

Bert: It's better to risk violence than to take one man's life wrongfully. This principle is the basis of our whole legal system. Better to let ten guilty men loose than to harm one innocent man.

Abner: But Billy Budd got a fair trial.

Bert: With the wrong law and the wrong judge.

Abner: Sure it was the martial law, but it was in time of war.

Bert: The idea behind martial law is that there is an emergency. There must be strict discipline because people's lives are in danger. There wasn't any emergency on the Indomitable. I think that martial law should be applied only when soldiers or sailors are acutally engaged in battle.

Abner: So, what if the captain is conducting a nice nonmartial trial on the high seas and a French ship sails over the horizon and begins to fire? What then?

Bert: No matter what you say, it just wasn't right to hang an innocent man.

Abner: But he wasn't innocent. He knew about the mutiny and didn't tell anyone. And he actually did strike an officer.

Bert: He was just the victim of chance circumstance. A man should not be hanged for things he can't possibly help.

*Activities for C, D, E, and F are taken from Taking A Stand, Harvard Social Studies Project, pgs. 22-28.

VIII. Arriving at a Conclusion

A. Reaching a majority opinion - mastered by the end of grade three

B. Recognizing the four types of conclusions

Activity 11

Pre-Activity Instruction

The teacher is encouraged to review in lecture the various ways in which a discussion may be brought to a conclusion. The following is a list of means concluding a discussion:

1. open-ended - there are no right and wrong answers
2. authoritarian decision
3. majority, minority vote
4. concensus - when the group arrives at a decision that all members of the group agree with or can support.

Activity

Have each student write a short dialogue which will exemplify each of the four types of conclusion:

1. open-ended
2. authoritarian decision
3. majority, minority vote
4. concensus

C. Reaching a concensus

Activity 11

Students are given instructions concerning the 1971 University of Connecticut study on Trustworthiness of Occupations. For discussion purposes the teacher may want to limit discussion to the first five occupations: physicians, clergyman, judges, psychologists, and college professors.

Students could be given a tally sheet on which to rate individually the occupations. They could then get together and in discussion come to a concensus as a small group. The group may then be interested in comparing their results to those of the University of Connecticut.

TRUSTWORTHINESS OF OCCUPATIONS WORKSHEET

Instructions:

In 1971, a study was conducted at the University of Connecticut concerning attitudes toward the trustworthiness of 20 occupations. About 400 persons rated the various occupations according to the following instructions: "In their dealings with the public, can a member of this occupation usually be counted on to tell the truth to the best of their knowledge, regardless of the reason? If you think they may deliberately lie, twist, or distort the truth, it is not important for this rating what their reasons are." In spite of differences in age, occupations, sex education, and locale of the raters, the respondents were remarkably similar in their assessments of the trustworthiness of the various occupations.

Below is a list of 15 occupations included in this study. Your task is to rank these 15 occupations in the same order of trustworthiness as the sample of 400 persons did. Place the number 1 by the occupation you think was ranked as the most trusted, place the number 2 by the second most trusted occupation, and so on through the number 15, which is your estimate of the least trusted of the 15 occupations.

_____	executives of large corporations	_____	auto repairmen
_____	college professors	_____	law enforcement officials
_____	U.S. Army Generals	_____	judges
_____	clergymen	_____	politicians
_____	used car salesmen	_____	TV repairmen
_____	physicians	_____	psychologists
_____	labor union officials	_____	TV news reporters
_____	lawyers		

RESULTS OF THE STUDY

1.	physicians	9.	executives of large corporations
2.	clergymen	10.	U.S. Army generals
3.	judges	11.	TV repairmen
4.	psychologists	12.	auto repairmen
5.	college professors	13.	labor union officials
6.	lawyers	14.	politicians
7.	law enforcement officials	15.	used car salesmen

Structured Experiences for Human Relations Training, Volume IV, page 60.

(Grades 11-12)

Evaluation:

Pass out a check sheet to every student.

1. Were your ideas included in your group's list?
2. Do you agree with the group's list?
3. Did you contribute
   more than once?
   why or why not?
4. Do you think your group could ever have reached a single conclusion?
   why or why not?
5. What do you think are the biggest problems a group has in reaching a conclusion?

Discuss the answers to the above questions bringing out the four types of conclusions and problems related to each.

Appendix 11

*Note to 10-12 teachers - after the students have been exposed to the 8 basic skills and you have had an opportunity to practice these in actual discussions, you may want to use the following forms:

1. Discussion Concepts List
2. Taking Stock of your Discussion

to determine the students' mastery of the 8 basic discussion skills.

As practice we advise using the Senior High Abortion Dialogue as a basis for completing the forms, with discussion to follow. As a follow-up, the dialogue labeled To Sue or Not to Sue could be used. Once the students are familiar with these forms, they may use them in evaluating any group discussion.

I. DISCUSSION CONCEPT LIST

GOOD RATINGS	POOR RATINGS
G-1: Definition Given or Asked	P-1: Claim Repeated
G-2: Evidence or Example Given or Asked	P-2: Irrelevant Statement
G-3: Analogy Given	P-3: Insensitive Statement
G-4: Inconsistency Challenged	P-4: Issue Changed Abruptly
G-5: Relevance Questioned	P-5: Unclear Statement
G-6: Issue Stated Factual Definitional Policy or Value	P-6: No Evidence Given
G-7: Paraphrasing	P-7: Inaccurate Facts
G-8: Summary Given or Asked	P-8: Personal Attack
G-9: Stipulation Made	P-9: Loaded Words
G-10: Concession Made	
G-11: Types of Conclusion: ___ open-ended ___ authoritarian ___ majority-minority ___ concensus	

II. TAKING STOCK OF YOUR DISCUSSION

(Group) _____ (Date) _____

1. What issues were discussed?

2. What positions were taken, and by whom?

3. Was agreement reached on any issues? Which ones?

4. What things happened that helped move the discussion along?

5. What things happened that bogged the discussion down or made it unproductive?

6. What things should be discussed next? Why?

III. SENIOR HIGH DIALOGUE ON ABORTION

Harriet: (initiator) Mr. Jones, the Supreme Court judge, in the summer of 1976 ruled that abortion was a matter strictly between a woman and her doctor. Not even her husband needs to be consulted in the matter. I don't think that's fair.

Clyde: (clarifier) What do you mean by abortion?

Marian: (contributor) A legal definition of abortion is the termination of any pregnancy before full term.

Clyde: So, what's so new about all this?

Mr. Jones: (teacher) It sounds like this is an area that you're interested in. Would you like to get some further information on the subject and come back tomorrow and discuss it?

NEXT DAY - - - - -

Clyde: I found out about that abortion stuff and that's a crock! My father says it's a waste of time to talk about such things in school. Why do you think it's so important?

Marian: Clyde, don't be so narrow-minded. This is one of the most controversial subjects of our time. This involves all of us and why shouldn't we discuss it in school? Don't you realize this issue has come about in our lifetime? Twenty years ago almost all abortion was illegal. I read about women who were forced to go to another country for abortion or else risk having a deformed baby.

Mr. Jones: Marian, you really did a lot of work last night. I think we should have someone record our ideas. Rick, will you take charge of that?

Linda: Marian, 20 years ago we did too have abortions, only they were not murder. Sometimes nature terminated a pregnancy usually if there was something wrong with the fetus.

Clyde: What's a fetus?

Susan: Clyde, did you sleep through every health class? Everybody knows what a fetus is.

George: The definition of a fetus is very important so maybe we'd better go over it.

Marian: A fetus is an unborn baby.

Linda: Then abortion kills a human being.

Harriet: Isn't this part of our problem? As I see it, our problem has two parts: when does life start and who should have control over that life?

Rosemary: So then Harriet you're saying that we not only have to talk about when life begins but also whether a woman should be able to decide without consulting the father, to have an abortion. What do some of the rest of you think about this?

Rick: I have in my notes that a fetus is an unborn baby. Then doesn't that imply that life begins at the moment of conception?

Clyde: I remember from health class that at the moment of conception all you have is a fertilized egg. Big deal! To me that's not a human life.

Marian: Hey, Clyde, you do remember something. That fertilized egg is a human life, but it's called an embryo, not a fetus.

Linda: I say abortion is murder no matter at what state it takes place!

Beth: We've come a long way and we've done a good job of clarifying our terms. But it seems that there's always going to be a difference of opinion about when life begins. Harriet, wasn't your question about who should have control over that unborn life?

Susan: As soon as you're born the government and your parents have control over your life so I guess they should say whether you can be born or not. My mother always says the government taxes you from the day you're born. Our property tax doubled last year.

Harriet: We all agree taxes are too high but we're not going to talk about your land tax right now.

George: Calm down, ladies. We can discuss taxes next time. Right now let's discuss who should have the right to terminate unborn life.

Rick: For our records, Harriet, what was it that you wanted to discuss? Abortion or the control over abortion?

Harriet: The Supreme Court rules that aboriton was a decision between a woman and her doctor and I don't feel that it's fair that the father has nothing to say about it.

Marian: No one is going to tell me what I can do with my body! A husband is not going to control my life. I'm not going to have any baby that I don't want.

Linda: It may be your body but the baby belongs to your husband too.

Marian: The father's involvement is only at conception. The mother has to carry and bear the child. The father doesn't have to give up his career to have the baby.

Linda: Hopefully when you get married two people are agreeing to share this kind of decision.

Marian: Maybe we should be discussing marriage.

Donna: It seems that we can all agree that decisions concerning abortion depends greatly upon a person's own system of values.

Rick: For the record, then does everyone agree with Donna's statement?

Group agrees.

IV. DIALOGUE: TO SUE OR NOT TO SUE

The teacher has handed out Mike's Whiplash and asked the students to read the dilemma and think about the question - should Mike sue? The class has finished reading the dilemma as the teacher begins the class.

Teacher: How many of you think Mike should not sue?

Narrator: Almost the entire class agrees that Mike should not sue.

Teacher: Let's change the situation a little. Suppose Mike's father would not be able to keep up the mortgage payments on their home and the family will lose their home. In this case, should Mike sue?

Narrator: The class divides approximately 70% should not and 30% should on the question.

Teacher: Why do some of you feel Mike should not sue?

Roy: Mike should not sue because Dave is his friend and if he sues Dave will probably not like him anymore. If I were Mike, I wouldn't sue because friends are hard to come by.

John: Yes, but Mike should obey his father. After all, what is more important, family or friends?

Sally: What difference does it make? The insurance company can cover losses like that anyway. I don't see why he even hesitates.

Teacher: O.K. You all seem to have reasons why he or should or why he should not. I'd like you to break into groups. Those people who feel he should not sue form two groups over here. All those who feel he should, meet in a small group over here.

Narrator: Students met in groups for about 10 minutes. The teacher moves from group to group helping them to work together in the group. After ten minutes, the teacher says:

Teacher: I'd like the groups that feel that Mike should not sue to present some reasons to the other groups. The other groups should think about responses to their reasons.

Bonnie: Our group said he should not sue the insurance company because he would be breaking a law by making up an injury and suing the insurance company.

Roy: Like I said before, you don't do that kind of thing to a friend. Friends are hard to come by.

Mark: But don't you think that Mike owes more allegiance to his father than his friend. After all, the family would lose their home.

Teacher: What obligations does Mike have to his father in this case?

Mark: His family is more important than his friend. You should help the family when trouble comes up.

Sue: Yes, but what about the other guy's family. Think what's going to happen to his insurance premiums if Mike sues.

Tanya: That's right, insurance companies raise the premiums real high when you have an accident.

Teacher: How do you know the premium would go up?

(Discussion continues for a while centering on insurance premiums and what insurance companies do to people who have accidents.)

Teacher: Well, look, let's get off this discussion about whether premiums go up or not. Let's change the conditions in the dilemma a little. Suppose Mike knew that the insurance company would not pay at all because Dave was an unlicensed driver. This means that any money Mike gets for suing would come directly from Dave's father's pocket. Under these conditions, should Mike sue?

Bonnie: Well, I guess it wouldn't actually be illegal to sue in that case. But it sure seems like a rotten thing to do. You know what I mean - hurting someone else for your own benefit.

Sally: So that's the law of the jungle, isn't it?

Teacher: What do you mean, Sally?

Sally: I mean Mike should watch out for his own skin. He should help his own family. It's too bad that Dave's family has to suffer.

Bonnie: No, I disagree! If Mike sues, he'll be sorry. For a little money, he'll be losing a friend.

Teacher: John, what do you think is the most important consideration in Bonnie's decision?

John: Bonnie's main concern is that Mike will be losing a friend.

Teacher: Bonnie, is that a fair statement about your decision?

Bonnie: John makes it sound kind of selfish. I think you should not hurt a friend to help yourself.

Teacher: Can someone say what they think was the most important consideration in Sally's decision?

Mark: Sally places the greatest importance on helping yourself and your family. She thinks your duty to your family is more important than any duty you might have to a friend.

Teacher: The bell is about to ring. I'd like everyone to copy the assignment on the board.

Teacher's Role

The teacher's role in conducting a discussion is an extremely important one for which few of us have been adequately trained. Not only is the teacher responsible for teaching the students the skills necessary for discussion but he or she must be skilled in discussion.

Prior to a discussion the teacher must establish an atmosphere that fosters an open interchange of ideas. This can be done through room arrangement (informal, so that students can see other, with the teacher as a member of the group), teacher attitude, and activities designed to promote group feeling.

Good questioning is the key to success in any discussion. The teacher's role is to foster honest expression of opinion, probe for reasoning behind opinions, encourage students to comment on and challenge each others reasoning, and pose questions that focus on the issues being discussed. For example in a problem solving discussion the teacher might ask some of the following questions:

1. What are the best reasons for and against various courses of action? Why are these the best courses?

2. What is the principle underlying the proposed decision?

3. Is the recommended action consistent with the student's ideals?

It is the committee's hope that the following suggestions and explanations will prove useful to the teacher as they attempt the dual responsibility of teaching themselves discussion skills at the same time they are attempting to pass this knowledge on to their students.

Eight Basic Discussion Skills

1. Getting acquainted and establishing trust

The teacher must himself display an attitude of trust. If the teacher displays an attitude of tolerance and acceptance toward student responses, stduents will soon learn to treat each other in the same manner.

2. Organizing for action

A. Maintaining order within the group

At the beginning group organization is teacher directed. Together with the group he or she sets up rules for discussion, clarifies the subject of the discussion and serves to keep the discussion going. The teacher should encourage students to develop a good concept of what discussion involves, establishing a good feeling for the rules, listening, taking turns, and keeping to the point.

B. Introduction to the roles taken by the members of a discussion group.

It is the responsibility of the junior-senior high teacher to present to the student the various roles played by the members of a discussion group. In grade seven the students are introduced to the roles of initiator, clarifier, summarizer, evaluator, contributor and recorder. The remaining roles of encourager and harmonizer will be introduced in grade ten.

INITIATOR - gets the discussion under way, helps the group organize itself, keeps the group moving steadily toward its goal;

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem;

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information;

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate);

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together;

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion;

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly;

HARMONIZER - helps to relieve tension and settle disputes between other mebmers, helps the group work out its disagreements, suggests compromises.

The students should be made aware that one person may assume several roles during a discussion. The teacher should then encourage the students to use each of these roles in their class discussions. It may be helpful to stop the discussion at times to enable the students to identify the roles which have been assumed and to recognize how their use has affecteo the discussion.

3. <u>Contributing to the discussion</u>

A. Recognizing the value of all contributions

B. Taking the responsibility to contribute

During the class discussion the teacher should observe the work

of the group carefully, and note the following:

1. How did the group pattern their contributions?

2. Was order kept and how?

3. What means were used to encourage the more reluctant members to contribute?

The teacher should not always feel that it is necessary to step in if the group is slow in starting. The pressure of silence may encourage people to contribute. If you find after observing several discussions that certain students dominate the discussion and others sit silently you may find it helpful to place contributing members in one group and non-contributing members in another. This may encourage the silent members to stop relying on the contributors and prompt them to contribute.

C. Responding to other contributions

1. Verbal

If the teacher feels a student's contribution does not relate to the discussion he may wish to interrupt and ask that student to explain how his or her statement relates to previous contributions.

2. Nonverbal

Students should be made aware that some behaviors facilitate while other retard discussion. The committee realizes that as a part of the primary reading and language arts program much emphasis is placed on this skill. However, it is the opinion of the committee that this skill is progressively neglected in the upper grades. We recommend that teachers make students aware of certain actions that can encourage discussion (smiling, nodding, establishing eye contact, sitting complacently, etc.) and that other actions hinder discussion (tapping, yawning, fidgeting, etc.).

The students should be cautioned that the signal may not always be perceived the way that it was meant to be. For example, a yawn may be interpreted as boredom when it is merely a sign of fatigue. A teacher may want to note that some classroom behaviors such as giggling, horseplay, etc. may indicate that the student is feeling threatened by the discussion.

The teacher should encouarge the student to recognize that certain body positions have a language of their own. For example, when a student wishes to contribute to the discussion, he will frequently raise his head and lean forward slightly. Secondly, folded arms and downcast eyes may indicate disapproval, boredom, fear of being called upon, complete lack of interest, or merely the fact that the child does not understand the dicussion and is ashamed to admit it. When a student sits up, looks at the leader expectantly while gathering his materials, these are signals that the student needs a break.

4. Active listening

5. Learning to co-operate

6. Setting clear goals

As a student gains discussion skills, he will increase his ability to recognize issues, types of discussion, and the purposes of discussion. Prior to seventh grade it is mainly the teacher's responsibility to see that each discussion has a clear goal.

Classroom discussion will take one of the following five forms:

1) simple recitation
2) inductive questioning
3) open-ended questioning
4) problem solving
5) debate

With the exception of debate, we expect the students to be able to participate in each of these forms but recognition of the terms is not necessary until seventh grade.

The teacher's role will vary depending on the type of discussion used.

Type of Discussion	Teacher's Role
1. Simple recitation	1. Asks questions
2. Inductive questioning	2. Carefully plans sequence of questions to help students arrive at a concept.
3. Open-ended discussion	3. Provides initial focus for discussion, accepts all responses, and refrains from evaluation while encouraging clarification when necessary.
4. Problem solving	4. Reminds students of purpose of discussion, points out similarities and differences among points of view, and charts information to be used for purposes of comparison and contrast.
5. Debate	5. Teaches format of proper debate and acts as resource person in helping students find information

The teacher should keep in mind the following purposes of discussion:

1. to solve problems
2. to air one's opinion
3. to find out what others think
4. to clarify one's point of view
5. to re-evaluate one's point of view
6. to gain feelings of acceptance and belonging
7. to persuade

Beginning in tenth grade and continuing through twelfth grade the teacher is responsible for reinforcing the student's ability to recognize issues, types of discussion and the purposes of discussion.

7. Discussing with direction

In most cases it is the teacher's responsibility to guide the direction of a discussion prior to the tenth grade. The teacher must recognize and encourage the following to take place during classroom discussions:

a. being sensistive to other's responses

b. stating the issue over which there is disagreement

c. pursuing issues systematically

d. making explicit transitional statements

e. recognizing the relevance of statements to the issue

f. two level thinking - making pertinent contributions and assuming a role in the discussion

In the beginning the teacher may find it necessary to verbally step in to direct the discussion. However, we hope that as time goes on and the students become more proficient, the teacher will take less of an active role.

8. Arriving at a conclusion

The simplest type of conclusion is the majority opinion. Although the teacher and students may feel uncomfortable with open-ended conclusions, because of our conditioning in expecting an answer, this type of conclusion is useful in encouraging student to air their personal opinions. Because the authoritarian conclusion stifles open discussion, this is the type lease recommended. Consensus is the hardest conclusion to achieve. The teacher and the students must learn to become aware of those persons who disagree with the majority. They must be specifically alert for dissenters who are ignored, especially the quieter members who disagree but do not state their opposition vociferously.

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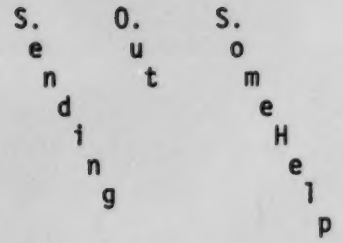


INTRODUCTORY STATEMENT _ Response Forms

In order to continue to develop, correct, and improve the Discussion Skills Packet (D.S.P.) and keep open the very necessary lines for your suggestions and possible appeals for assistance we have developed this form to be used by the classroom teacher.

If, after having read and/or used the D.S.P. you have any constructive suggestions to aid us all in the continuing development of this packet, please fill in the section provided. We all need help (the committee more than others.)

If you have had success in the use of the D.S.P., please fill in the section provided. Way to Go. Who Loves You baby.

If you have had an unpleasant experience in using the D.S.P., please take two aspirin and fill in the section provided. Excedrin Headache #26.

If you have any activities or evaluations that you have developed in your classroom that may be of use to your fellow educators, please fill in the section provided. Show off!

And please, if you are having any difficulty in using or understanding this Discussion Skills Packet, do not push it aside. Let us know how we can be of help to you for this is also the function of the committee and we will not leave you hanging (too long). As you will note, there is a section on this form for an answer (hopefully) from the committee or at least a reply to let you know someone out there cares.

If you have no need of this sheet, congratulations, and please pass it on to someone less fortunate.

RESPONSE FORM #1

Teacher's Name _____

School _____

I. Where do we need help? (excluding the obvious answer) Please fill in your constructive suggestions in the following areas.

A. Skills

Did we miss any? Any problems with ours? Don't forget to check the flow chart.

_____

_____

B. Activities

What's happening? Is your room still in one piece? Any students missing? How's your headache?

_____

_____

_____

C. Evaluation

Does it evaluate? Is it right on? Did you check the flow chart?

II. Way to go! We told you it would work. Please tell us the areas or activities that worked well for your class or classes or classi, whatever.

_____

_____

_____

_____

III. Excedrin Headache #26. Sit down and tell us all about it. Bet you didn't check your flow chart or maybe your gas tank. Remember we still love you.

_____

_____

_____

_____

_____

_____

IV. Show and Tell time. We would appreciate your experience and knowledge in areas you have succeeded and we have missed. Tell it like it is!

V. Help! Tell us what the problem is and if Dear Abby can't handle it we will light a candle for you. Tell us what the specific problem area is if you know, if you don't know, ask your neighbor.

VI. Committee's Reply

If this doesn't work, punt, play your trump, or move to a cave.

RESPONSE FORM #2

The information we need from you for assistance and continued improvement is the following:

I. SKILLS

1. Which skill(s) were you working with from the ones suggested in the Discussion Skills Packet? (D.S.P.)

2. What activity(ies) suggested in the D.S.P. did you use in connection with that skill?

3. Were there any skills needed as a prerequisite but not mastered at this grade level which impeded the successof that activity(ies)?

4. Was the activity(ies) suggested in the D.S.P. used by you successfully?

5. Why do you feel the activity(ies) were successful?

6. Did the activity(ies) suggested in the D.S.P. and used by you prove unsuccessful?

7. Why do you feel the activity(ies) may not have succeeded?

8. May we have any constructive suggestions of yours on this particular skill and activity?

9. For that matter, may we have any constructive suggestions on any part of the D.S.P. such as misplaced skills (check flow chart• misplaced activities, etc.

10. What successful activities have you developed in your class for the students which we have overlooked and can be of benefit to us all?

Your Name _____

Your School _____

Subject area. Skill(s) and Activities used.

_____

_____

RESPONSE FORM #3

II. EVALUATION

1. If the activity(ies) in the D.S.P. had an evaluation did you use it?

2. Was the evaluation(s) useful in connection with the activity(ies)?

3. Did the evaluation(s) prove not to be useful for the activity(ies)?

4. Why do you feel it was not useful?

5. If the activity(ies) used from the D.S.P. did not have an evaluation, did you use your own?

6. What was your evaluation?

7. Did your evaluation prove successful and useful?

8. May we have your constructive suggestions on the evaluation of the activity(ies) or any others in the D.S.P.?

Your Name _____

Your School _____

Subject area. Skill(s) and Activity(ies) used.

_____

VALUES & MORAL REASONING

Introduction

The development of moral values is unique in the Social Studies skills development in that the process is entirely individual, and that progress in the clarification (realization) of one's set of values cannot be taught in the usual sense of the word. i.e., a student cannot be taught a value, but rather he or she will (2) come to a realization of what his personal values are, and (2) become cognizant of and receptive to the values of others and thereby enlarge his own value structure.

Historically, values education has been a part of the curriculum in one form or another whether it be in show-and-tell sessions, or in class meetings in which rule infractions or classroom problems are discussed. For years teachers have been charged with the task of developing honesty, good citizenship, patriotism and the other values held common in our society. The thrust of this segment of our Guide is to assist the teacher in developing a systematic approach to values education by formulating a program of values education and by providing models appropriate for the students at each grade level.

There are a number of important factors that should be kept in mind by the teacher. First, the teacher provides the model, but not the answers. Secondly, valuing is a continuous process and is best achieved by a step-by-step process at the levels familiar to the student. It is, therefore, necessary that teachers use the models assigned to their grade levels so that sequential exposure may be achieved.

Thirdly, children develop and clarify their values at different rates and, as with other goals of the Curriculum Project, no grade level will be responsible for the final completion of a set of values. The task of the teacher is to provide experiences for promoting moral development within his/her own grade level.

The Project has utilized three techniques for promoting moral development and/or the clarification values. These three techniques are described under Skill Description in the following pages of this Guide. If further assistance or instruction in the "how to" of implementing valuing is needed, two audio-visual teaching aids are available: "A Strategy For Teaching Values" (Guidance Associates), and a more extensive study, "Teacher Training in Values Education - A Workshop" (also produced by the Guidance Associates.) These aids are available through the Social Studies Office at Cortland Jr.-Sr. High School.

In order to make Values Education an effective and continuing process, a <u>minimum</u> of four dilemmas should be used each year, making sure to utilize both the Moral Reasoning and the Values Analysis strategies. The Values Clarification strategy should be used whenever appropriate.

Finally, it should be noted that the development of values is <u>closely</u> associated with the development of Discussion Skills, and the information contained in the Discussion Skills section should be reviewed and implemented before a values lesson is initiated.

Values and Moral Reasoning

Skill Description

Three techniques are to be used in the development of values and moral reasoning in our Social Studies Program. They have been implemented in the curriculum workshops and are briefly described herein.

(1) Moral Reasoning Strategy - The strategy is based on Kohlberg's stages of moral reasoning in the development of Values Education.

KOHLBERG STAGE DESCRIPTION

Level One: Pre-Conventional

At this level an individual's moral reasoning results from the consequences of actions (punishment, reward, exchange of favors) and from the physical power of those in positions of authority.

Stage One: Decisions result from a blind obedience to power, an attempt to avoid punishment, or an attempt to seek rewards.

Stage Two: Decisions result from a desire to satisfy one's own needs and occasionally the needs of others. Individuals view reciprocity as a matter of "you scratch my back and I'll scratch yours." Reasoning involves little consideration of loyalty, gratitude, or justice.

Level Two: Conventional

At this level an individual's moral reasoning involves consideration of the interest of others (family and peers) and a desire to maintain, respect, support, and justify the existing social order.

Stage Three: Decisions result from a desire to pleas and help others and receive their approval in return. Behavior is frequently judged by intention - "he means well" becomes important for the first time.

Stage Four: Decisions result from a desire to maintain the existing authority, rules, and social order. Right behavior consists of doing one's duty.

Level Three: Post-Conventional

At this level an individual's moral reasoning incorporates moral values and principles which have validity and application beyond the authority of groups. Moral reasoning becomes more comprehensive and reflects universal principles.

Stage Five: Decisions result from recognition of an individual's rights within a society which has a social contract.

As a result, the individual's reasoning emphasizes the "legal point of view," but with an emphasis upon the possibility of changing laws.

Stage Six: Decisions result from an obligation to universal ethical principles which apply to all mankind. The universal principles of justice, reciprocity and equality of human rights, and respect for the dignity of human beings as individuals serve as a basis for individual reasoning.

(2) The Values Analysis Strategy - This approach is based on Dewey's Reflective Morality Process and is concerned with the process by which a student makes moral decisions. The strategy forces the student to examine many alternative decisions before he/she actually is allowed to make their own decision concerning a moral dilemma. This process is excellent training for making real life decisions. The goal of this approach is to develop sophistication in the decision making process.

(3) Values Clarification[1]

The values-clarification approach tries to help young people answer some of these questions and build their own value system. It is not a new approach. There have always been parents, teacher, and other educators who have sought ways to help young people think through values issues for themselves, and they have done this in many ways.

However, the values-clarification approach is more systematic and more widely applicable. Unlike other theoretical approaches to values, it is not concerned with the content of people's values, but the process of valuing. The focus is on how people come to hold certain beliefs and establish certain behavior.

Valuing is composed of seven sub-processes:

PRIZING one's beliefs and behaviors
1. prizing and cherishing
2. publicly affirming, when appropriate

CHOOSING one's beliefs and behaviors
3. choosing from alternatives
4. choosing after consideration of consequences
5. choosing freely

ACTING on one's beliefs
6. acting
7. acting with a pattern, consistency and repetition

Thus, the values-clarification approach does not aim to instill any particular set of values. Rather, the goal of the values-clarification approach is to help students utilize the above seven processes of valuing in their own lives; to apply these valuing processes to already formed beliefs and behavior patterns and to those still emerging.

[1]Adapted from Simon, Sidney, et.al. Values Clarification A Handbook of Practical Strategies For Teachers and Students, Hart Publishing Co., Inc. New York, NY, 1972, pp. 18-20.

To accomplish this, the teacher uses approaches which help students become aware of the beliefs and behaviors they prize and would be willing to stand up for in and out of the classroom. He uses materials and methods which encourage students to consider alternative modes of thinking and acting. Students learn to weigh the pros and cons and the consequences of the various alternatives. The teacher also helps the students to consider whether their actions match their stated beliefs and if not, how to bring the two into closer harmony. Finally, he tries to give students options, in and out of class; for only when students begin to make their own choices and evaluate the consequences, do they develop their own values.

Similarities and Differences Among Approaches of Moral Development, Values Analysis & Values Clarification

Similarities:

All are concerned with increasing personal awareness of the valuing process

All are concerned with helping people cope with their values, resolve conflicts and live better lives.

Moral development and values analysis are both concerned with the reasoning process.

All approaches are concerned with increasing the adequacy of students' thinking and promoting consistency between judgements and actions.

Differences:

Moral Development vs. Values Analysis

In Moral Development the first step is to make a decision - hopefully with a division in the group and then to debate the decision. This will require the students to justify their reasoning and, in turn, will promote moral development through six stages of development. Discussions in this strategy will concern only moral issues.

Values Analysis encourages considering all the alternatives and consequences in a step-by-step, scientific approach prior to making a decision. It is designed to encourage logical thinking, and discussions may also include social issues.

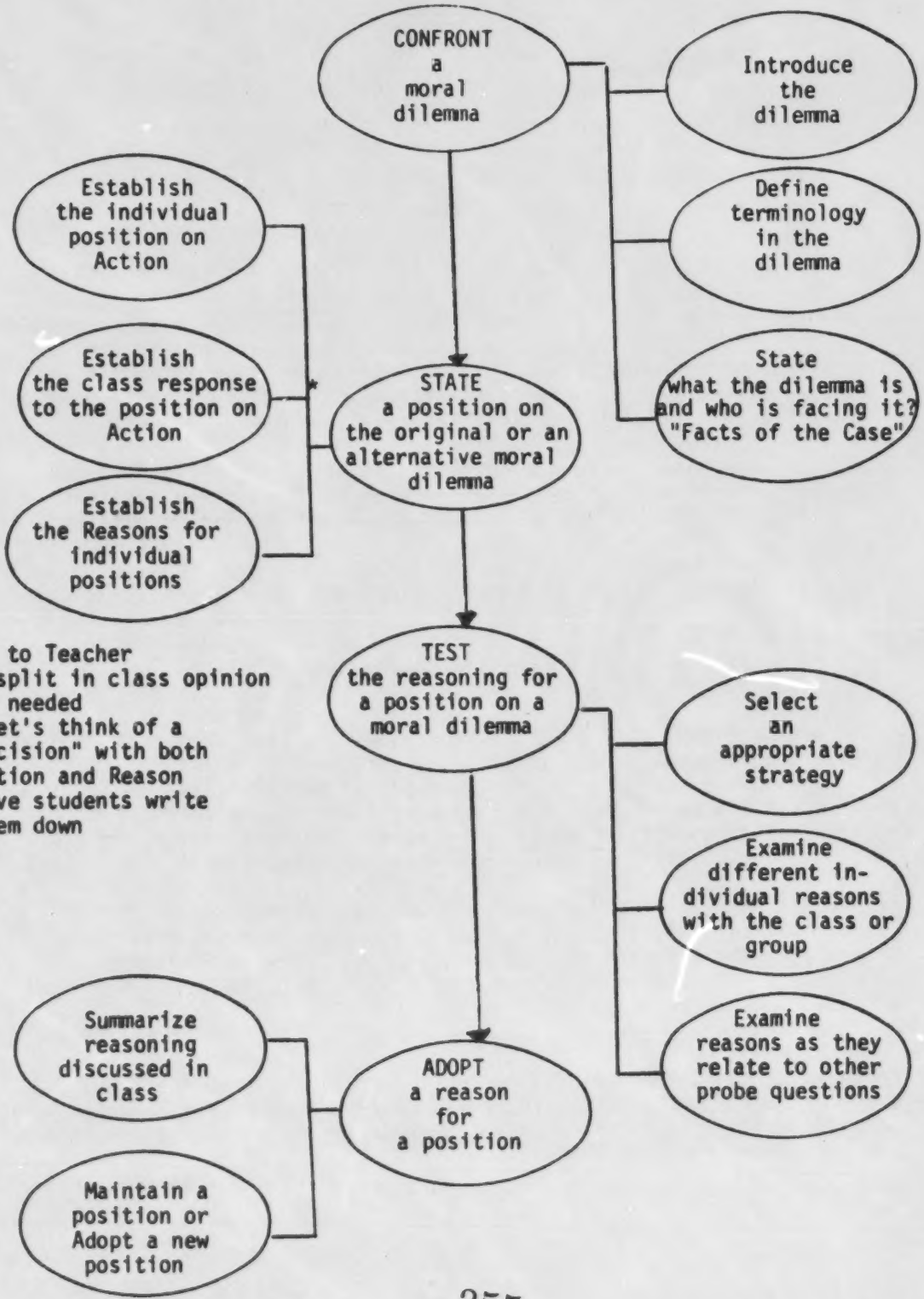
Moral Development vs. Values Clarification

These approaches differ in their thinking about values. Kohlberg feels that, in a pluralistic society, students need to develop increasingly adequate ways of thinking to resolve conflicts, whereas Simon's theory is based upon a feeling that values are personal and relative to a stiuation.

Moral Development	Values Clarification
1. Deals with only moral issues	1. Deals with moral and non-moral issues
2. "Should" questions	2. "Would" questions
3. Must justify reasoning to increase development	3. Don't have to justify reasoning
4. Goal is to clarify and develop problem solving skills	4. Goal is to help students to know themselves, communicate and build a sense of community.

Method #1 - Kohlberg Approach
Teacher Guide and Suggested Activities

DIAGRAM OF THE TEACHING PROCESS
FOR TEACHING A MORAL DILEMMA - MORAL REASONING


CONFRONT a moral dilemma
Introduce the dilemma
Define terminology in the dilemma
State what the dilemma is and who is facing it? "Facts of the Case"
Establish the individual position on Action
Establish the class response to the position on Action
Establish the Reasons for individual positions
STATE a position on the original or an alternative moral dilemma
TEST the reasoning for a position on a moral dilemma
Select an appropriate strategy
Examine different individual reasons with the class or group
Examine reasons as they relate to other probe questions
ADOPT a reason for a position
Summarize reasoning discussed in class
Maintain a position or Adopt a new position

*Note to Teacher
1. A split in class opinion is needed
2. "Let's think of a decision" with both Action and Reason
3. Have students write them down

STEP 1 Confronting a moral dilemma

Step 1 consists of three activities. First, the teacher presents the dilemma to the students by having them read the dilemma silently or aloud. Second, the teacher helps students to clarify the meaning of any terms or words which are used in the dilemma and which some students may not understand. Finally, the teacher helps students to confront the moral aspects of the dilemma by asking them to state the moral issue which the dilemma raises.

STEP 2 Stating a position on the original or alternative dilemmas.

In this step, the teacher ascertains the division within the class about what the major protagonist in the dilemma ought to do. Each dilemma ends with a question such as this one: Should Fritz let the prisoners escape? In order to teach for cognitive moral development, the members of the class must divide over the answer to this question. Some teachers ask students to indicate their feelings by holding up their hands while they shut their eyes so that the votes of others will not influence them. Other teachers ask several students to express their opinions and the reasons for their opinions and then ask for a vote either openly or in private. If at least a third of the students in the class elect each position, the teacher moves immediately to Step 3, skipping the alternative dilemmas.

If at least a third of the members of the class do not line up on each side of the issue, the teacher introduces an alternative dilemma from the lesson plan to establish a division among the students. One set of alternative dilemmas has been designed in case the class agrees that the protagonist SHOULD take a particular course of action. Another set should be used if the class agrees that the protagonist SHOULD NOT take a particular course of action. The teacher should make sure that the students understand the terms used in an alternative dilemma and that they see the moral issue involved. Then the teacher should determine how the class divides on the issue, and proceed to Step 3.

STEP 3 Testing the reasoning for a position on a moral dilemma.

Next, the teacher begins to help students test their reasoning by choosing an appropriate method of class deployment. All four methods of class deployment promote maximum student-to-student interaction. During the testing stage, students examine, analyze, and compare their own reasons with reasons offered by other students. The teacher keeps the attention of the class focused on reasoning rather than on what a protagonist should do. Probe questions provided in the lesson plan help students to examine their reasoning in a variety of circumstances. The deployment strategies are:

Strategy A

Divide the class into groups of five to eight students. Each group should consist of individuals who agree about the appropriate action on a dilemma. Have the members of each group work out a list of reasons for holding their position. After the groups have worked for ten to fifteen minutes on this initial task,

have each one select three reasons which reflect the best reasoning for their position on the moral dilemma and arrange these in priority. You should move from group to group, helping each group develop its list of reasons. Ask the recorder from each group to report on the final list of "best" reasons. Since you will have several groups working on listing reasons for opposing positions on the moral dilemma, a general class discussion focused on moral reasoning should follow reports from the groups. Encourage students to challenge one another's reasoning and to help focus the dialogue on why individuals believe one reason is more appropriate than another. The discussion will often focus on two or three conflicting reasons. If the general class discussion becomes too repetitive or loses momentum, use a probe question or an alternative dilemma to refocus the discussion or to check the consistency of those students arguing a particular position. Ask students who indicated they were undecided or students who are not active in the discussion to summarize the dialogue or offer their opinion of the discussion.

Strategy B

Organize the class into small groups with each group including members who do not agree about the action of the dilemma. Ask the members of each mixed group to discuss their positions and the reasons for their positions in order to produce a list containing the two best reasons on each side of the issue. One of the objectives of this strategy is to have students discuss the dilemma from each position on action with the task of the group focused on reasoning rather than on the initial position. A general class discussion should follow group reports of discussion. With this strategy you may find it helpful to have groups record their best reasons on the chalkboard so that everyone can see different ways of thinking about the dilemma.

Strategy C

Ask all students in the class to write out three reasons why they hold the particular position that they do on the dilemma. Choose four students to debate, two from each position on the dilemma. Let the debate begin among the four protagonists. After they have debated a few minutes, invite four additional students, two from each position, to enter the debate in order to add additional reasons for the position on the dilemma. Encouarge the debate to continue for a few minutes. During the debate ask the students not in the debate to summarize or paraphrase the reasoning used in the debate. Also encourage students listening to the debate to question members in the debate and to interject reasons which they have written down but the debaters have not used. The debate format provides a method for verbally listing a series of reasons. You may decide to continue the class in several ways:

1) if the debate among the eight students and the involvement of the rest of the class seems productive, you can continue the debate.
2) You can establish four debating groups in the class and give each group the task of determining the best reasons for a proposed action.
3) You can establish four groups and give them the task of summarizing the reasons offered during the debate and decide which reasons seemed most appropriate.
4) You could guide the debate format into a general class discussion focused around the probe questions.

Strategy D

After determining a class division on action, divide the class into groups of five to eight students whose members agree about the appropriate action on a dilemma. Have members of each group develop a list of reasons for holding their position. The teacher should move from group to group helping students to complete this task. Give each group from ten to fifteen minutes to develop its reasons. Each student should write down the reasons listed in the group.

Reorganize the groups so that half of a group holding one position exchanges places with half of a group which stated an opposing position on action. Have the members of the new groups complete the following tasks:

1) Report the reasons developed in the previous discussion to the other half of the group.
2) Discuss the reasons. Each half of the new group should challenge the reasons offered by the other half and ask questions about why they think these reasons are good ones.
3) Each half of the new group should then meet for from three to five minutes to decide which reason the other half offered is the best one.
4) The groups should report their decision to the class with specific emphasis on why each sub-group selected a particular reason which others had offered.

You may want to prepare a group task sheet which explains the small group task for this strategy. Allow sufficient time for the groups to complete the tasks. Use probe questions with the entire class if any time remains after all groups have reported.

STEP 4 Adopting a reason for a position.

During the final stage of the teaching process the teacher helps students to summarize the reasoning discussed during the class period. The teacher aids the students to either affirm their original postiion using more adequate reasoning, or to adopt a new position based on reasons presented in the class discussion.

COMMON PROBLEMS IN TEACHING THE MORAL REASONING STRATEGY

1. TIME DISTRIBUTION AMONG THE STEPS OF THE STRATEGY
2. SKIPPING STEPS
3. NOT DEPLOYING WITH CLEAR TASKS, RECORDERS
4. POOR SELECTION OF DEPLOYMENT STRATEGY
5. TOO FEW OR NO PERCEPTION CHECKS ESPECIALLY ON TASKS
6. DISCUSSION LEADING INTO STUDENT-TEACHER INTERVIEWING
7. CONTENT DIVERSIONS (NON-MORAL FOCUS IN THE DISCUSSION)
8. POOR PROBES OR INAPPROPRIATE USE OF PROBES

MORAL DILEMMAS TO BE USED WITH THE KOHLBERG APPROACH

Guidance Associate filmstrips and tapes

1. Personal Conflicts on the Western Frontier
   a. The Soldier's Dilemma
   b. The Homesteader's Dilemma

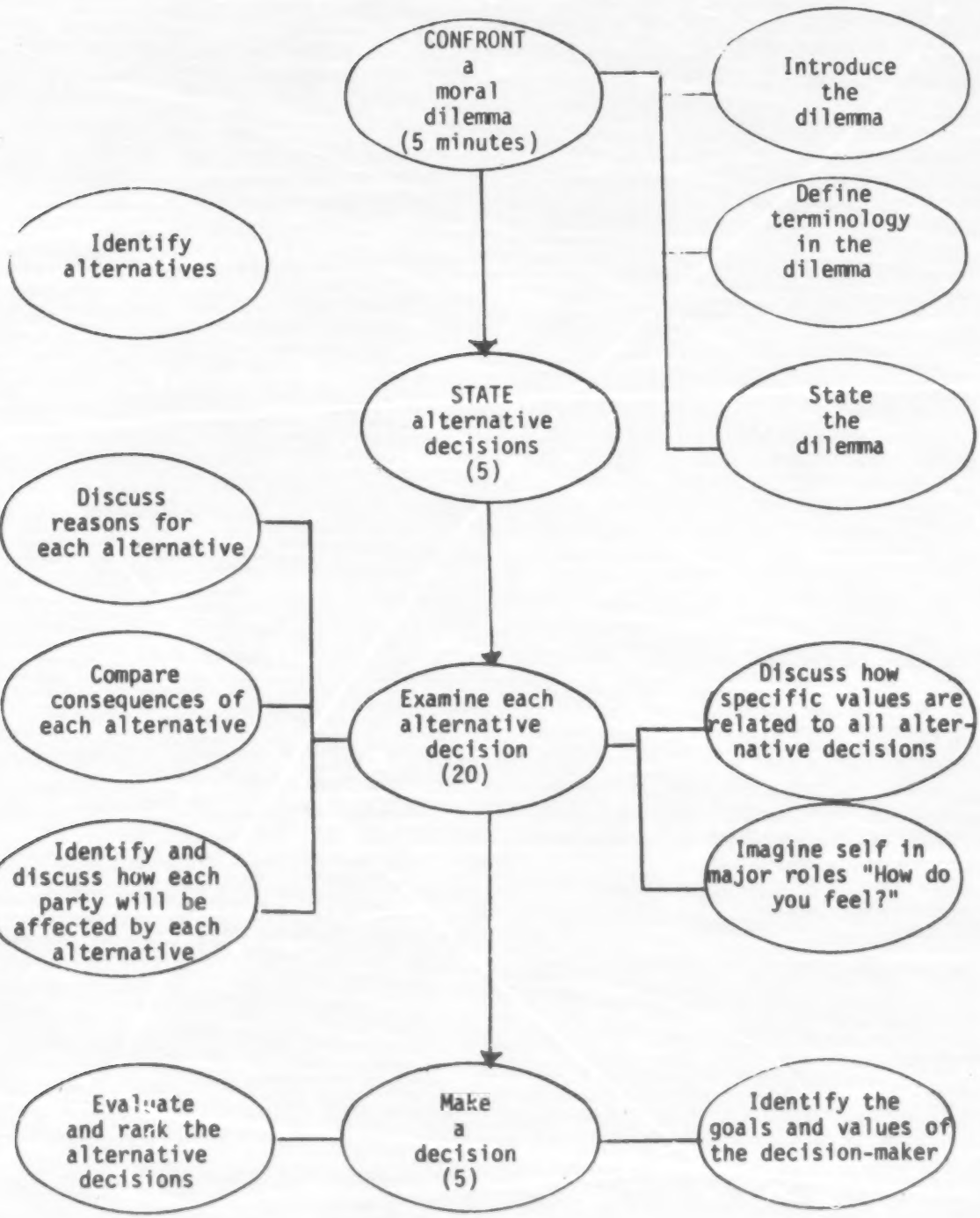
2. Personal Conflicts at the Turn of the Century
   a. An Immigrant's Dilemma
   b. A Suffragist's Dilemma

3. Personal Conflicts in Modern Life
   a. A Storekeeper's Dilemma
   b. To March From Selma

4. Personal Conflicts in the Revolutionary Era
   a. A Minuteman's Dilemma
   b. A Soldier at Valley Forge

5. Personal Conflicts in a Divided Nation
   a. Henry David Thoreau's Dilemma
   b. John Brown's Dilemma

THE VALUES ANALYSIS STRATEGY


CONFRONT a moral dilemma (5 minutes)
Introduce the dilemma
Define terminology in the dilemma
State the dilemma
Identify alternatives
STATE alternative decisions (5)
Discuss reasons for each alternative
Compare consequences of each alternative
Identify and discuss how each party will be affected by each alternative
Examine each alternative decision (20)
Discuss how specific values are related to all alternative decisions
Imagine self in major roles "How do you feel?"
Evaluate and rank the alternative decisions
Make a decision (5)
Identify the goals and values of the decision-maker

The Decision-Making Steps Explained

1. Identify and define dilemma.

   Usually students will read the dilemma or it may be read orally to the entire group. Once the teacher is sure that students understand all the terms in the situation and they understand the nature of the dilemma (why it is a moral dilemma), students may form small groups for the actual lesson. Appropriate audio-visual materials may be used if desired. The class could listen to a tape recording of the dilemma as an alternative presentation.

2. List all possible choices, their consequences, and the persons directly affected, and how affected.

   There are always two choices which should be obvious in each dilemma. Upon further consideration and discussion, other alternatives will most likely appear. Each choice will have one or more consequences, and several persons may be directly affected by a particular choice.

3. Put yourself in the place of each person each decision most affects.

   The key concept here is objectivity; while difficult to attain, the student is able to recognize that there may be other value systems operating which are different from his own.

4. Compare the values of each alternative and rank them.

   Depending on the alternative under consideration, certain values associated with that particular alternative will emerge. They may be ranked in the order of importance or worth to that particular individual.

5. Make a decision and act upon it.

   This is the summation of the process. An important consideration here is that the student does not reveal his decision to others if he so desires. If an intelligent and logical decision is to be made, the importance of going through the preceding four steps as thoroughly as possible should be obvious.

MORAL DILEMMAS TO BE USED WITH THE VALUES ANALYSIS STRATEGY

1. The Donner Party Faces a Dilemma
2. The Pullman Boycott
3. Andrew Carnegie and the Gospel of Wealth
4. The Vigilantes
5. President Truman and the Decision to Drop the Atomic Bomb

THE DONNER PARTY FACES A DILEMMA

In April 1846 a party of 87 people left Illinois for California. Among the 87 people were 17 children, many of them under 6 years of age.

The journey was slow and tedious, and in that year, a severe winter came a month early. It trapped the Donner Party high in the Sierra Nevada Mountains of California. Unable to get through the snow-covered passes, the group made crude log cabins. To keep out the snow, which fell steadily, they made roofs from the hides of animals.

As the months went by, the food supply shrank. One person after another died and was buried in the snow. At night wolves howled around these makeshift graves. Several groups of people tried to get through the pass. In the worst of the winter, the Mitchells, a family of 4, tried, but they were turned back by a fierce storm. Starving, they took the hides from the roof of their crude cabin and boiled them to make a kind of thick soup, but it had such a bad taste and smell that it made one of the children so ill she could not eat it.

Since the Mitchells now had no shelter, the Breen family took them in. Like everyone else, the Breens had little to eat and no real prospects of getting more. Sharing their food would probably mean that the Breens would also starve unless, by accident, help came. Mrs. Breen either had to watch the Mitchell's children starve to death under her own family's roof or share her small stock of food.

QUESTION: Should Mrs. Breen give part of her family's food to the starving children?

THE PULLMAN BOYCOTT

In 1893, the United States suffered a severe economic depression. The sales of railroad cars, like sales of other products, fell off. For this reason, the Pullman Palace Car Company located at Pullman, Illinois, began to lay off workers. Soon more than half of the employees of the company were out of work, and the wages of the remaining half had been cut by 25%. When Pullman's employees sent 3 negotiators to ask Pullman to restore the wages to their former level, Pullman fired the negotiators.

Many of the employees belonged to the American Railway Union. This Union asked all of its members to refuse to handle Pullman cars on any railroad. The railroads then called in strike-breakers to handle the cars. When this happened, railway workers all over the nation struck, stopping most railway service. Pullman and the other owners then got a federal court order to stop the strikers from interfering with the delivery of the mails, which were carried on the railroads. This court order could effectively defeat the strike since so many trains carried the mails.

Many of the strikers refused to obey the court order. Here are 4 of the reasons that the strikers who refused to obey could have given for their decisions. Read them over carefully. Then in the space provided at the bottom of the page, rank the reasons from best to worst by putting the letter before the reason in the space provided.

A. I won't obey the court order. The Pullman Company cut wages and was unfair. The court order supports the company. The company didn't play fair with me so why should I play fair with it by obeying the court order?

B. I'll continue to support the strike. There are basic rights involved here - the right to a fair wage, the right to fair and equal treatment by the government, and the right to strike. These rights are more important than a court order.

C. I'll support the strike like everybody else around here is doing. A good member of the union and a good member of this community has to support his friends and neighbors when they need him.

D. I'll support the strike for the good of everyone. The court order about the mails was really a way to break the strike. The society can't exist if laws and the courts don't play fair. If this type of action is allowed, no business or union or farm can operate securely.

Best argument _____
Second _____
Third _____
Fourth _____

THE VIGILANTES

In the 1860's a gold rush took place in Montana. Miners poured in from all over the West. In their wake came a large number of bandits and desperadoes. Some became so powerful that the law was unable to stop them. One bandit, a man named Henry Plummer, so terrified the voters that they elected him sheriff of Beaver County.

Plummer soon murdered a man who had challenged his leadership out of the outlaws. A jury found him not guilty. The jury also acquitted two friends of Plummer who had fired into a camp of friendly Indians just to see how many they could kill with a single shot. Threatened by Plummer, the town sheriff of Virginia, Montana, resigned and Plummer took his place. Clearly no one was safe, and there was no law. Finally, a man who had offered to be a witness and testify against Plummer and his friends was shot to death in broad daylight on a public road.

When this man's body was brought into town, a group of townspeople got together. None of them was an elected official. But they armed themselves and captured George Ives, the man who shot the witness. He was taken to Nevada City, Montana. Then, using a wagon for a courtroom and twenty-four men for a jury, the townspeople tried him. They deployed armed guards to surround the area where the trial took place. After the testimony against Ives was heard, he was condemned to death and then hanged. The next day the famous Vigilantes of Montana was formed. In a short while, they captured Plummer, tried him, and hanged him on a gallows he had built. The Vigilantes of Montana had become captors, judges, jury, and executioners, all in one.

Below you will find four reasons why a person might approve of what the Vigilantes did. Read them carefully. Then in the space at the bottom of the page, rank the reasons from best to worst by putting a letter in the space provided.

A. All decent and law-abiding people in Montana support the Vigilantes. Any good citizen should join them. They are doing a good job, which all good citizens approve of.

B. The Vigilantes are justified in what they are doing. Society can't exist without law enforcement, but outlaws have captured the law enforcement system. If the Vigilantes had not stepped in, no family, no business, and no institution would be safe.

C. You have to fight fire with fire. Plummer and his gang took the law into their own hands. The Vigilantes should do the same thing. The best way to treat killers such as Plummer is to kill them before they get you.

D. Plummer and his gang have trampled on everyone's rights. People have a right to be safe in their homes or on the roads. They have a right to live out a full life. Elected officials have failed to protect these rights, so the Vigilantes should step in and do the job.

Best reason _____
Second best _____
Third best _____
Fourth best _____

ANDREW CARNEGIE AND THE GOSPEL OF WEALTH

Andrew Carnegie, who immigrated to the United States from Scotland, became one of America's richest men. He made his fortune in the iron and steel business, and he argued that a society in which enterprising individuals could pile up huge fortunes was better than any other sort of society. But Carnegie also argued that a great fortune carried certain responsibilities. In an article entitled "Wealth," published in 1889, he listed three ways in which a rich person could dispose of wealth. Read the following descriptions of these three ways. Then decide which of the three you think is best and write a paragraph or two to explain why you think as you do.

1. Leave the money to your descendants. In your will, provide that your estate will pass to your mate and your children or other relatives. A man's first obligation is to care for his wife and children.

2. The money ought to be left in a will to be used for public purposes. A will can set up a foundation with a group of trustees who can give the money away. In that way, a person can have the money to use for himself and his family as long as he lives.

3. A rich person ought to give most of his fortune away while he is still alive. It takes just as much skill to give money away intelligently as it does to make it. A person can dignify his own life by using money to help his fellow men. Money ought to go particularly to projects that help people to help themselves.

I choose argument _____ because _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PRESIDENT TRUMAN'S DILEMMA

With the surrender of Germany and Italy, the only obstacle to peace and the end of World War II was the country of Japan. The President of the United States was Harry S. Truman, who had become President upon the death of F.D.R. President Truman faced the problem of how to defeat Japan. His military advisors estimated that a full scale invasion of Japan would cost millions in dollars and hundreds of thousands of lives. The invasion could take months to be successful. Japan had no hope of winning, yet refused to surrender unconditionally. Since 1941, American scientists had been experimenting with a new weapon, the atomic bomb. The tremendous power and destructive force of this bomb made it the most deadly weapon ever devised. If used, it could destroy vast areas, kill thousands, and contaminate huge areas with radio-active fallout. President Truman was faced with the decision of invading Japan or using the bomb.

SHOULD HE USE THE ATOMIC BOMB???

GUIDELINES IN TEACHING VALUES CLARIFICATION

The Teacher should:

1. Follow the seven basic steps of the Strategy.
2. Generate data; then analyze.
3. Assure students of privacy of responses, yet encourage sharing. The "I pass" technique should be utilized.
4. Allow activity to happen, then discuss (i.e. debrief).
5. Create a low threat or non-threatening situation.
6. Avoid moralizing or supplying the "right" answers.
7. Create a climate of acceptance.
8. Be non-judgemental.
9. Get involved in the process.
10. Integrate strategies with content.

Method #3 - Values Clarification

Teacher's Guide and Suggested Activities

1. Twenty Things You Love To Do
2. Either Or Forced Choice
3. "I wonder" statements
4. Personal Coat of Arms

TWENTY THINGS YOU LOVE TO DO

PURPOSE

An important question to ask in the search for values is, "Am I really getting what I want out of life?" A person who simply settles for whatever comes his way, rather than pursuing his own goals, is probably not living a life based upon his own freely chosen values. He usually ends up by feeling that his life is not very meaningful or satisfying. However, before we can go about building the good life, we must know what it is we value and want. This activity helps students examine their most prized and cherished activities.

PROCEDURE

The teacher passes out paper and asks the students to write the numbers from 1 to 20 down the middle of the sheet. He then says, "And now will you please make a list of 20 things in life that you love to do."

To encourage the students to start filling out their lists, he might add, "They can be big things in life or little things." He may offer an example or two of his own. Or he might suggest, "You might think in terms of the seasons of the year for things you love to do."

The teacher also draws up his own list of twenty items, and as he reaches the end of his list, he might tell his students that it is perfectly all right if they have more than 20 items, or fewer than 20 items on their lists.

When the lists are done, the teacher tells the students to use the left-hand side of their papers to code their lists in the following manner:

1. A dollar sign ($) is to be placed beside any item which costs more than $3 each time it is done. (The amount could vary, depending on the group.)

2. The letter A is to be placed beside those items the student really prefers to do alone; the letter P next to those activities he prefers to do with other people; and the letters A-P next to activities which he enjoys doing equally alone or with other people.

3. The letters PL are to be placed beside those items which require planning.

4. The coding N5 is to be placed next to those items which would not have been listed five years ago.

5. The numbers 1 through 5 are to be placed beside the five most important items. The best loved activity should be numbered 1, the second best 2, and so on.

6. The student is to indicate next to each activity when (day, date) it was last engaged in.

TO THE TEACHER

This strategy can be repeated several times throughout a year. It is a good idea to save the lists and compare them over a period of time.

Any more than five or six codings at one sitting generally overloads the circuits.

The teacher might see ways of making additional use of the lists. For example, he might ask his students to describe on paper or orally to a partner how they like to do the item they marked with the number 1. The student would tell with whom, at what time, under what circumstances, he likes to engage in the chosen activity.

Or the teacher might ask the student to choose one of the items on his list privately, or discuss with a partner, five advantages, pleasures, gains, benefits, or satisfactions he gets from that activity.

A student might volunteer to write his list on the board, with the option to omit any items he'd rather not share. The teacher gives him a Public Interview based on his list.

I Learned Statements are an excellent follow-up to this strategy.

ADDITIONAL SUGGESTIONS

The teacher might want to add additional elements to the coding system suggested above. Here are some more suggestions that the teacher may use or adapt:

1. Use the letter R for those things on your list which have an element of RISK to them. It can be physical risk, emotional risk, or intellectual risk.
2. Put an I next to any item which involves INTIMACY.
3. Mark with an S any item which can only be done in one particular SEASON of the year.
4. Put the letters IQ next to any item which you think you would enjoy more if you were smarter.
5. Place the letter U next to any item you have listed that you think other people would tend to judge as UNCONVENTIONAL.
6. Put the letter C next to items which you think other people might judge as very CONVENTIONAL.
7. Use the code letters MT for items which you think you will want to devote increasingly MORE TIME to in the years to come.
8. Put the letters CH next to the things you have listed which you hope your own CHILDREN will have on their own lists someday.
9. Which items on your list do you feel nobody would conceivably REJECT for you loving? Code them with the letters RE.
10. Place the letters PU next to any items which you think a PURITAN would say are wastes of time.
11. Put an MI by any of your items which you would not be able to do if you moved 1,000 MILES south from where you now live.
12. Choose three items which you want to become really BETTER at doing. Put the letter B next to these items.

13. Which of the items that you put on your list would you want to see on a list made by the person you love the very most? Mark these items with an L.
14. Next to each item write the name of a person you want most to talk to about that specific item.
15. Write the letter F next to those items which you whink will not appear on your list 5 years from now.

EITHER-OR FORCED CHOICE

PURPOSE

This exercise compels students to make a decision between two competing alternatives. "What characteristics do I identify with more - this or that?" In making their choices students have to examine their feelings and their self-concepts and values.

PROCEDURE

The teacher asks students to move the desks so that there is a wide path from one side of the room to the other. Then, the teacher asks an either-or question like: "Which do you identify with more, a Volkswagen or a Cadillac?" By pointing or by actually posting the choice words on the two sides of the room he indicates that those who identify more with Volkswagens are to go to the one side and those who identify more with Cadillacs are to go to the other. Each student then finds a partner on the side he has chosen and discusses with him the reasons for his choice. Discussion should be limited to two minutes.

Everyone returns to the center of the room. Then the teacher gives another either-or forced choice, and the students again choose between the two alternatives by moving to the appropriate side of the room.

This may be repeated with five or six questions. The students should be instructed to find a new partner each time.

SAMPLE EITHER-OR CHOICES

ARE YOU		
_____	1.	More of a saver or a spender?
_____	2.	More like New York City or Colorado?
_____	3.	More of a loner or a grouper?
_____	4.	More like a rose or a daisy?
_____	5.	More like breakfast or dinner?
_____	6.	More like summer or winter?

TO THE TEACHER - This is an excellent introductory exercise for a new group.

ADDITIONAL EXAMPLES

ARE YOU		
_____	1.	More like a teacher or a student?
_____	2.	More yes or no?
_____	3.	More here or there?
_____	4.	More political or apolotical?
_____	5.	More religious or irreligious?
_____	6.	More like the country or the city?
_____	7.	More like the present or the future?
_____	8.	More of a leader or a follower?
_____	9.	More physical or mental?
_____	10.	More of an arguer or an agree-er?
_____	11.	More intuitive or rational?

ARE YOU

_____ 12. More establishment or anti-establishment?
_____ 13. More like a tortoise or a hare?
_____ 14. More likely to walk on thin ice or to tiptoe through the tulips?
_____ 15. More like patent leather or suede?
_____ 16. More like a paddle or a ping pong ball?
_____ 17. More like an electric typewriter or a quill pen?
_____ 18. More like a falling star or a beacon light on a mountain?
_____ 19. More like a rock band or a baroque string quartet?
_____ 20. More like a clothes line or a kite string?
_____ 21. More like a "No Trespassing" sign or a "Public Fishing" sign?
_____ 22. More like a fly swatter or fly paper?
_____ 23. More like a roller skate or a pogo stick?
_____ 24. More like a file cabinet or a liquor chest?
_____ 25. More like a motorcycle or a tandem bicycle?
_____ 26. More like a gourmet or a MacDonald's fan?
_____ 27. More like a bubbling brook or a placid lake?
_____ 28. More like a screened porch or a picture window?
_____ 29. More like a mountain or a valley?
_____ 30. More like "A stitch in time" or "Better late than never?"

I WONDER STATEMENTS

PURPOSE

This rather simple but powerful strategy is designed to help students raise and verbalize questions that may have arisen in their minds. Most of the time, in school, students are called upon to make statements and answer questions. It is extremely important to give them ample opportunity to ask questions if we want to stimulate probing, critical attitudes.

PROCEDURE

Upon completion of a values activity or discussion, the teacher asks students to complete in writing sentences beginning with "I wonder," such as:

I wonder if...	I wonder why...
I wonder how come...	I wonder whether...
I wonder about...	I wonder when...

Then the teacher goes round and round the room calling on students to share one of their I Wonder statements with the class. Any student may pass, of course. The teacher should participate, too, and might even start it off with an example or two of his own. There is no discussion of the questions raised since the goal is to stimulate inquiry.

TO THE TEACHER _ If the interest following a values activity is really intense, you might want to start on the I Wonder Statements orally without allowing a writing period to perhaps detract from the mood.

Occasionally you will find that the first time around yields up only superficial question, but they usually become more powerful with each successive circle.

PERSONAL COAT OF ARMS

PURPOSE

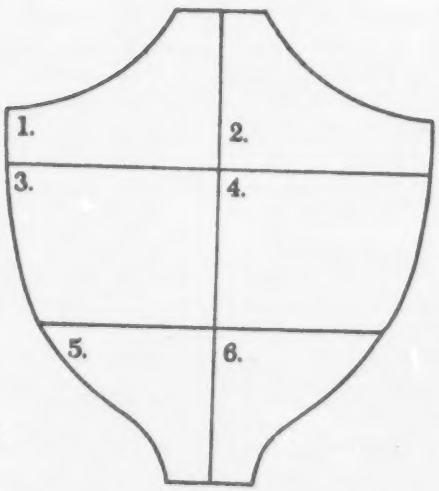
Some of the most important questions which will result from values clarification activities are: "What am I doing with my live? Am I simply settling? Am I just reacting to others? Is my life making a difference?" This activity si an enjoyable way of helping students think about these questions.

PROCEDURE

The teacher either gives the students a facsimile of the coat of arms on the bottom of this page, or have them copy this coat of arms.

The student is to answer each of the following questions by drawing, in the appropriate area on his coat of arms, a picture, design or symbol.

1. What do you regard as your greatest personal achievement to date?
2. What do you regard as your family's greatest achievement?
3. What is the one thing that other people can do to make you happy?
4. What do you regard as your own greatest personal failure to date?
5. What would you do if you had one year to live and were guaranteed success in whatever you attempted?
6. What three things would you most like to be said of you if you died today?



TO THE TEACHER

Students are not to use words except in area number six.

Exphasize that art-work doesn't count. The drawings can be simple, incomplete, and even unintelligible to others, as long as the student knows what they express.

Other values questions may be substituted for these; for example:

1. What is something about which you would never budge?

2. What is something you are striving to become? Or to be?

3. What one thing would you want to accomplish by the time you are 65?

4. Draw three things you are good at.

5. What is a personal motto you live by?

Students may then share, in small groups, the drawings on their coats of arms, explaining the significance of the symbols. They may cover any drawing they would rather not share.

Posting the coats of arms and holding a gallery walk is another alternative.

NOTE TO THE TEACHER

SEVEN IMPORTANT ITEMS TO REMEMBER

1. A teacher leads a class discussion of a moral dilemma by asking appropriate questions which help to clarify the circumstances and to focus the discussion on moral reasoning.

2. The best discussion of a moral dilemma involves students doing most of the talking.

3. A teacher may not need to cover all of the optional dilemmas and the list of probe questions included in each lesson plan. It is possible to cover each step in the teaching process and facilitate a good discussion by only using the original dilemma and several questions.

4. It is not necessary for the teacher to identify stage-related student comments during a class discussion.

5. A class discussion of a dilemma should focus primarily on the moral aspect of the dilemma situation rather than the content or factual aspect.

6. Most of a class session should be devoted to the small group tasks, a general class discussion, and a closing technique.

7. Part of this experimental project involves an attempt to measure the usefulness of the teaching process. Therefore, review each step prior to teaching each moral development lesson.

K-12 Report Form: Use of the Moral Reasoning Strategy

Name_____

School_____

Grade_____

1. I have taught the following dilemma:

   Name of dilemma:_____
   Publisher (if any)_____

2. What went well:

3. Problems:

4. Other Comments:

5. Would you like a building resource person to visit you at a mutually convenient time? Check appropriate ones below:

   _____ No, I can proceed well enough on my own for the time being.

   _____ Yes, I'd like to discuss this aspect of the K-12 curriculum. (Could be about materials, classroom strategy, etc.)

_____ I'd like to receive some self-instructional materials on Kohlberg's theory, the teaching strategy, other:

_____.

6. I will teach another moral dilemma using this strategy sometime in the month of _____.